DOCUMENT RESUME

ED 063 633 EA 004 282

AUTHOR	Cote, Bernard T.; Gurske, Barbara
TITLE	Learning Center Guide.
INSTITUTION	CTM, San Jose, Calif.
PUB DATE	72
NOTE	94p.; Revised edition of Contract Teaching Method, 1969 and Learning Center Guide, 1970
AVAILABLE FROM	CTM, P. O. Box 8128, San Jose, California ($4.75)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Bulletin Boards; Classroom Materials; Classroom Techniques; Contracts; Display Panels; Elementary Schools; Independent Study; Individualized Instruction; Instructional Innovation; *Learning Activities; Performance Specifications; *Resource Guides; Student Motivation; Student Participation; Student Teacher Relationship; *Teacher Developed Materials; Worksheets
IDENTIFIERS	*Contract Teaching; *Learning Centers

ABSTRACT

This guide assembles a helpful set of inexpensive ideas based on sound learning theory and successful classroom experience. Two major concepts are developed: (1) the learning center and (2) contract teaching. Learning centers are characterized by their flexibility and numerous opportunities for student involvement. They may be used for the development of one or more areas of the curriculum, or for extension, enrichment, improvement, independent activities, and special studies. Examples and sources of free or inexpensive materials that could be used in such centers are provided. The contract teaching method provides possibilities for student-teacher interaction and independent study. The method is described, types of contracts are explained, and sample contracts provided. Drawings and charts accompany the text. (Author/MLF)

Publisher

CTM

P.O. Box 8128

San Jose, California 95125

Revised edition of

"Contract Teaching Method" 1969

"Learning Center Guide" 1970

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LEARNING CENTER GUIDE

by

Bernard T. Cote

Barbara Gurske

EA 004 252

ACKNOWLEDGEMENT

It would be unthinkable to publish this book without making reference to the person who co-authored the original text from which the Learning Center Guide evolved.

Even though she has not been directly involved in the revisions which followed the original Contract Teaching Method, we want to express our sincere thanks to Anne Nelsen.

Bernard T. Cote

Barbara Gurske

FOREWORD

The Learning Center Guide is not a pretentious publication. Barbara Gurske and Bernard T. Cote have pulled together an extremely helpful set of ideas based on sound learning theory and, more important, successful classroom experience. They know how children learn and are highly effective in offering alternative, exciting learning opportunities. At no time do they claim that learning centers and contracts are a panacea - they merely offer them as one way of approaching individualization. Some of the examples given may be used as is, but it is the authors' hope that they will serve as models upon which teachers can create their own. In either case, the ideas contained therein are applicable, practical, and have been applied successfully in many classrooms.

Flexibility is a major factor in the learning center approach. The teacher can begin on a very modest scale and work her way into extensive use of centers....doing as much as she feels is appropriate, given her students and her particular style.

A very important factor in favor of utilizing learning centers is the student involvement that can be created. Children can have a "piece of the action". It is well to talk about, or read about, a particular concept. But there is nothing to compare with doing.

The other major concept developed in the Guide is contracts and suggestions for using them. Although they need not be used in conjunction with learning centers, the possibilities for student/teacher interaction are enhanced if they are.

Student involvement in the planning of the contracts is desirable. The degree of participation will vary with the individual child's age and level of maturity, but that should not dissuade the teacher from trying to achieve this goal.

The accountability factor can also be met as the teacher writes objectives that her students are to meet. Assuming that realistic goals are set, based on documented pre-test information, the teacher can have empirical data to show where each child was, how he progressed, and where he is when the final evaluation takes place.

The cost factor involved in utilizing the learning center approach appeals to me. Granted, one can develop extensive and expensive centers. However, many centers can be set up utilizing existing classroom materials. In addition, the authors have listed sources of free and inexpensive materials in the Guide.

I know both of the authors well. Barbara Gurske is a great teacher. She has excellent ideas for teaching. She is organized, creative and practical. Bernard Cote is direct, honest, and impactful. He says what he means. As a successful teacher and principal, he appreciates what works. He wouldn't have been a co-author of this book if he didn't know the ideas work. This Guide reflects the talents of these authors. I hope you find it as worthwhile as I have.

Robert W. Daw, President
Institute for the Development of Human Resources
Palo Alto, California

Dr. Daw, formerly an elementary, high school and college teacher, is internationally recognized as a leader in individualized learning and conducts many workshops and in-service programs.

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What are "Learning Centers"?

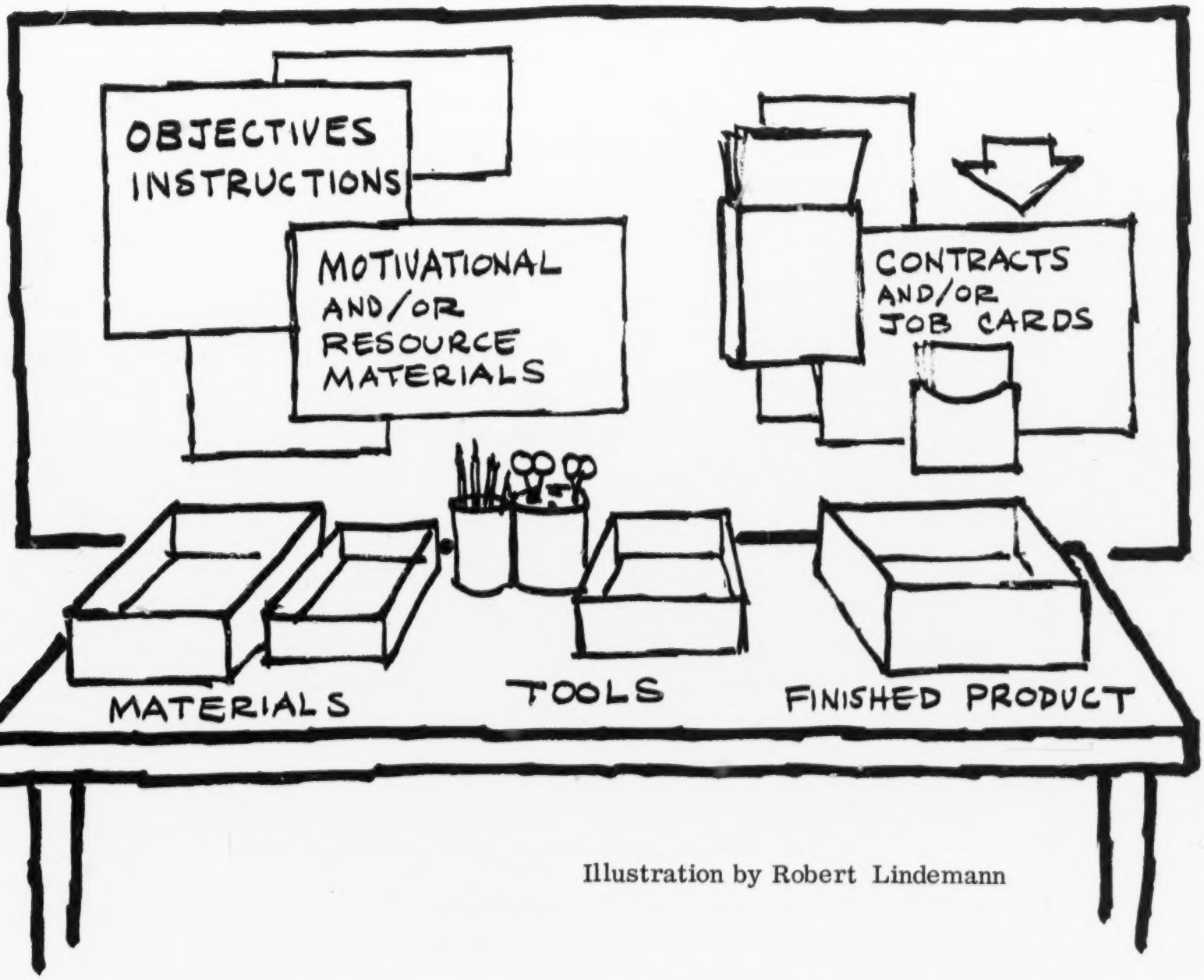


Illustration by Robert Lindemann

Learning centers can take various forms: worksheets, job cards, kits, bulletin boards, or displays. The illustration above combines some of these, but they need not be used together. Regardless of the form, learning centers provide the means for developing the ability to solve problems creatively through individual exploration and problem solving.

In this section, we will discuss the different froms, give examples of each, and explain how they may be used in the classroom.

● Worksheet

A worksheet may provide the students with objectives, directions, explanation of assignments, information, motivation, examples, or a combination of these. It may be used as supplementary material, as reinforcement, or to sequentially develop a skill or concept.

When used by itself, the worksheet is most effective if little or no materials and supplies are necessary to complete the assignment. It should be noted, however, that the worksheet is not intended to be used as a total group assignment, but rather, for individual students and small groups, as the need arises. However, the teacher will probably want to provide several copies of each worksheet to have readily available. For example: Dictionary Skills, Letter Writing, Punctuation, Spelling Units.

The worksheet may be used in conjunction with the kit, bulletin board, and display form of learning centers, as explained on the following pages.

The example below illustrates a worksheet providing the student with:

1 - Information
2 - Examples
3 - Objective
4 - Space for his work

The encircled numbers are for the reader's reference only.

READ: (1) Identical words sometimes mean different things.

READ: (2) The train, loaded with passengers, departed from the station.

He will train his dog to sit on command.

LIST: (3) Beside each of the numerals below, write a word that applies to the above explanation.

WRITE: (3) For each word you listed, write two sentences showing two different meanings of the word.

(4) 1. _____ _____

_____

2. _____ _____

_____

etc.

The example below illustrates a worksheet providing the student with 1) motivation, 2) explanation of assignment, 3) objectives. (The encircled numbers are for the reader's reference only.)

(1) CAN WE SURVIVE? Ecology Now!

(2) Choose three of the following activities and complete the objectives for each.

(3)

1. Locate and read four newspaper articles related to the ecological movement. Then, write a one page summary of all four. Include at least three facts. On a separate piece of paper, list the source of each article.

2. Design a poster related to Keep America Beautiful. You may use the materials at the Art Center.

3. Prepare an experiment to illustrate the effects of air or water pollution. Record your activities, experiments, observations, results, and your hypotheses in a notebook.

4. Write a letter to an organization which promotes the improvement of ecological conditions in this country, and request any material that they provide free of charge. (Addresses are available at the Writing Center in the resource file.) Review what you receive. Prepare to familiarize the class with the organization, its function, and its resources with either a display or presentation.

5. Prepare a five minute speech to convince the class of the great need for any of the following: cleaner air, population control, conservation of our natural resources.

STORING THE WORKSHEETS

FILE FOLDERS

Each of the worksheets may be placed in a manila folder and filed in a box. Folders are sold in letter or legal size and may be open at the ends, or closed, to form an envelope. The top of the folder may be straight cut, 3, or 5 part. For titles or description of material, use the straight or 3-part cut. For page numbers and short titles, use the 5-part cut.

MANILA ENVELOPES

As with the file folders, each set of worksheets is placed in an envelope. A sample worksheet may be stapled to the outside. Or, the title of the contents, the page number, the number of the packet, may be written on the front. For economical reasons, use "catalog" rather than "clasp" envelopes.

PLASTIC SLEEVES

A "sleeve" is a plastic envelope sealed on three sides. It is manufactured in a number of sizes and weights. As with the previous type of storage method, the worksheets are placed in the sleeves and filed. The sleeves can be easily numbered or labeled with a felt pen.

NOTE: For easy reference, number the contents - whether they be folders, envelopes, or sleeves. On a piece of paper, list the numbers and indicate the contents of the packets. The reference chart may be attached to the outside of the box, the lid, or in front of the first set of worksheets. In some instances, you might want to attach a sample booklet of each worksheet.

The teacher will want to provide a box to store the materials. Stationery and office-supply stores sell cartons with removable lids that hold either letter or legal size folders and envelopes. (College bookstores usually sell them for less)

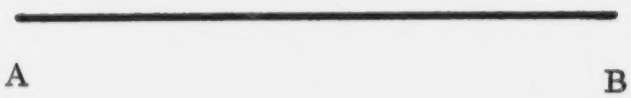
The box may be covered with self-adhesive paper or painted. The teacher can store several categories in these boxes because of their size. You might also be able to find smaller cardboard boxes with the lid attached and a convenient flap in the front. Scout around the grocery stores too!

● Job Card

A job card is essentially a card that states a task which the student is to perform. In addition to the objective, the materials needed to perform the activity are listed. The card may contain all of the information needed to complete the task, for example: Measure the actual distance between point A and point B on this card. On the other hand, it may direct the child to complete the task elsewhere, for example: On a separate sheet of paper, draw a treasure map to scale and compute the actual distance between the treasure and the beach. At all grade levels, the instructions should be kept simple and easy to follow.

For primary grades, use a rebus form of writing. Introduce the symbols to the children beforehand, or develop a chart together and place it in the room for reference. For these children, the job card is a simple reminder; the teacher has previously explained to the group what is expected when they work at the center.

Measure the actual distance between point A and point B on this card.



On a separate sheet of paper, draw a treasure map to scale (1 inch = 15 feet) and compute the actual distance between the treasure and the beach if the distance is 7 1/2 inches.

The teacher may want to note on the back of each card an evaluation of the activity's effectiveness and student reaction, time of year used, source of materials, and any other comments.

(back of card)

1. Effectiveness _____
2. Student reaction _____
3. Time of year used _____
4. Source of materials _____

_____

5. Comments _____

_____

STORING THE JOB CARDS

The cards may be placed in a box for student and/or teacher use. They may be grouped by subject, skill, concept, type of activity, or a combination of these. By notching the top of the right corner, the student knows that the card has been placed right side up.

#1 MATH ACTIVITY CARD

(front of card)

For reference purposes, the cards may be coded. A code might consist of a numeral, letter, color, shape, symbol, etc. For example, all science activity cards may have a red felt pen stripe across the top, or all math activity cards may be printed on blue card stock available from the stationery store. To indicate sequence, simply number them.

For protection, the cards may be laminated, covered with clear self-adhesive paper, or enclosed in a plastic sleeve.

● Kit

A kit is a container which provides all the necessary materials and supplies for the student to complete a given objective or activity. It may be teacher-made or commercially produced. The objective for the student may take the form of a job card or a worksheet. The job card may be found in a library pocket or small envelope which has been attached to the container.

Kits are practical forms of learning centers because they are portable and handy to store. The type of container will vary with the size and quantity of materials to be put inside. Popular containers include cigar boxes, six-pack cartons, and nylon stocking boxes. (Ask a local store representative to save them for you.) The boxes may be covered with wallpaper, self-adhesive paper, wrapping paper, or painted.

ART Kit #4

What's Your Bag?

Make something from the paper bag and materials in the carton.

mask
puppet
litter bag
stuffed animal

STORING THE KITS

The kits may be stored in shelves or on counter tops in the classroom. If the teacher finds it useful, she may code the cartons to indicate the contents. For example, the red cartons contain math activities.

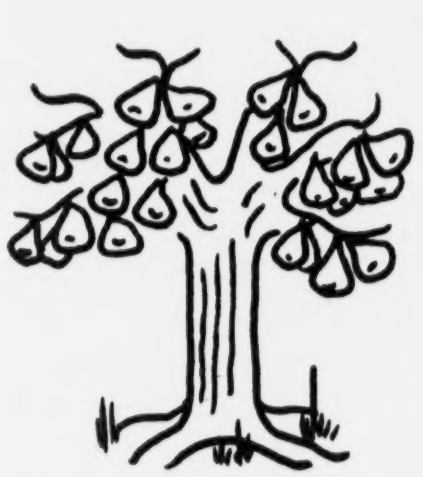
● Bulletin Board

If available space is a factor, then the bulletin board might be used, since it combines the essential features of the job card and the kit. That is, it not only lists the task, but it may contain all of the materials necessary to complete it. In other instances, as in the sample below, it might contain:

1 - Motivation
2 - Information
3 - Examples
4 - An objective

The encircled numbers are for the reader's reference only.

Can You Pick A "Pair"? (1)



(2) A homonym is one of two or more words with the same pronunciation, but with different meanings, and usually, different spellings.

(3) Example: maid made

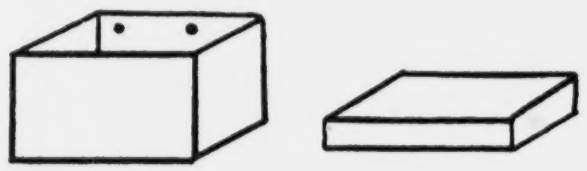
(4) Using the words* on the "pair" tree, write a list of seven homonyms.

Can you think of others?

(4) Using the construction paper on the table, cut out two pear shapes. Write one of your homonyms on each pear and add them to the board for others to find.

*The teacher has written sets of homonyms on pear shapes and placed them at random on the tree.

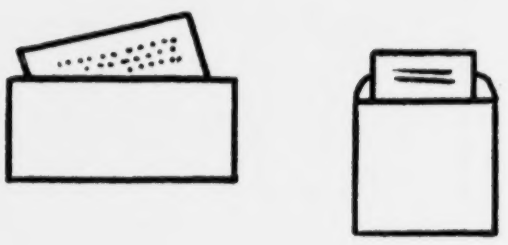
Useful Materials for a Functional Bulletin Board



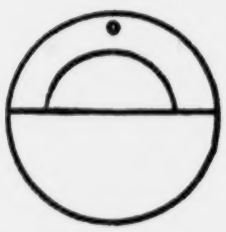
Lightweight box holds materials and/or supplies, or turn it upside down and pin the underside and use the top as a platform for display purposes

Plastic bleach or dish soap container with a hole punched in the back for pinning or tacking

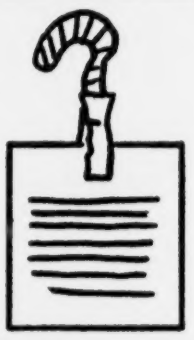
Manilla clasp envelope with flap and portion of one side cut away for easy access to paper inside - or simply fold construction paper stapling the sides and leaving a margin at the top



Letter envelope holds 4" x 6" cards. Library pocket holds 3" x 5" cards. Assignments, activities, directions, information, etc. may be written on the cards



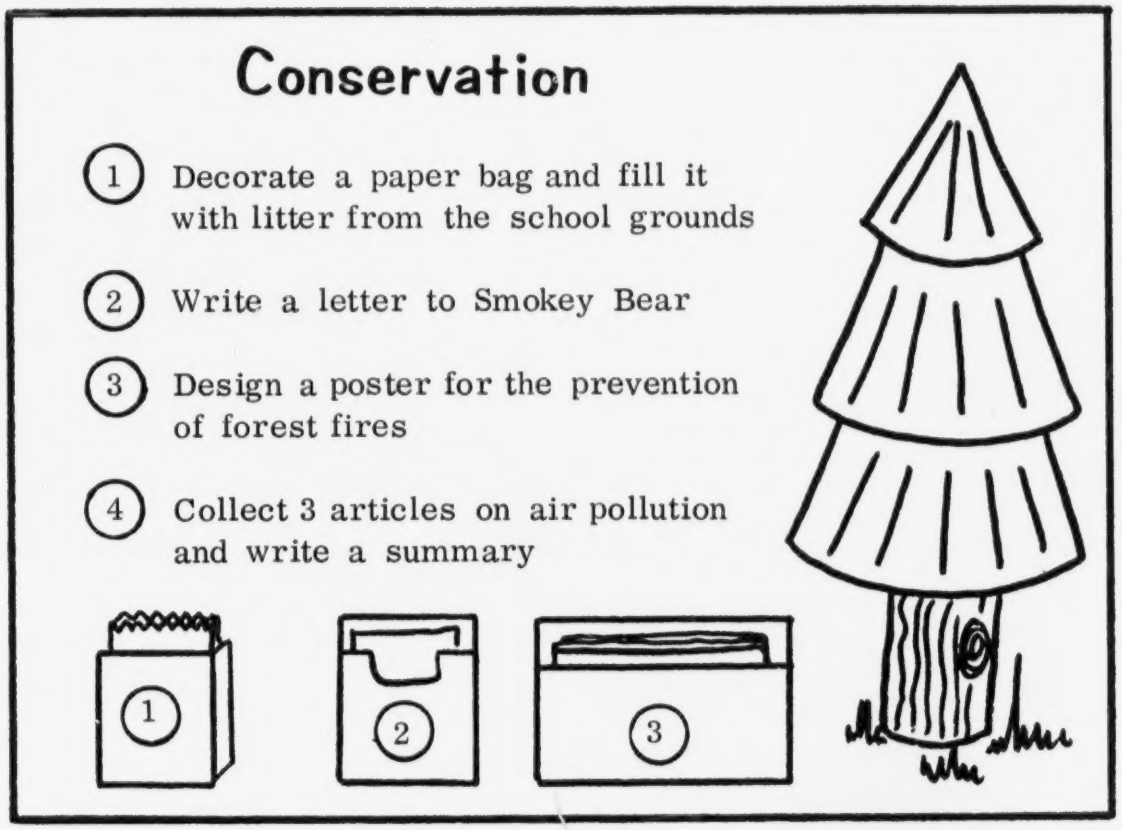
Half a paper plate is stapled to the front of a complete plate making a roomy pocket - punch a hole for pinning or tacking



Plastic clothes pin hangers will hold instructions, information, pictures, or student worksheets

Functional Bulletin Boards

A functional bulletin board is purposeful and practical.


Conservation
1 Decorate a paper bag and fill it with litter from the school grounds
2 Write a letter to Smokey Bear
3 Design a poster for the prevention of forest fires
4 Collect 3 articles on air pollution and write a summary
1
2
3

A functional bulletin board may provide:

- objectives
- motivation
- directions
- information
- examples
- materials and supplies
- space for students' work

● Display

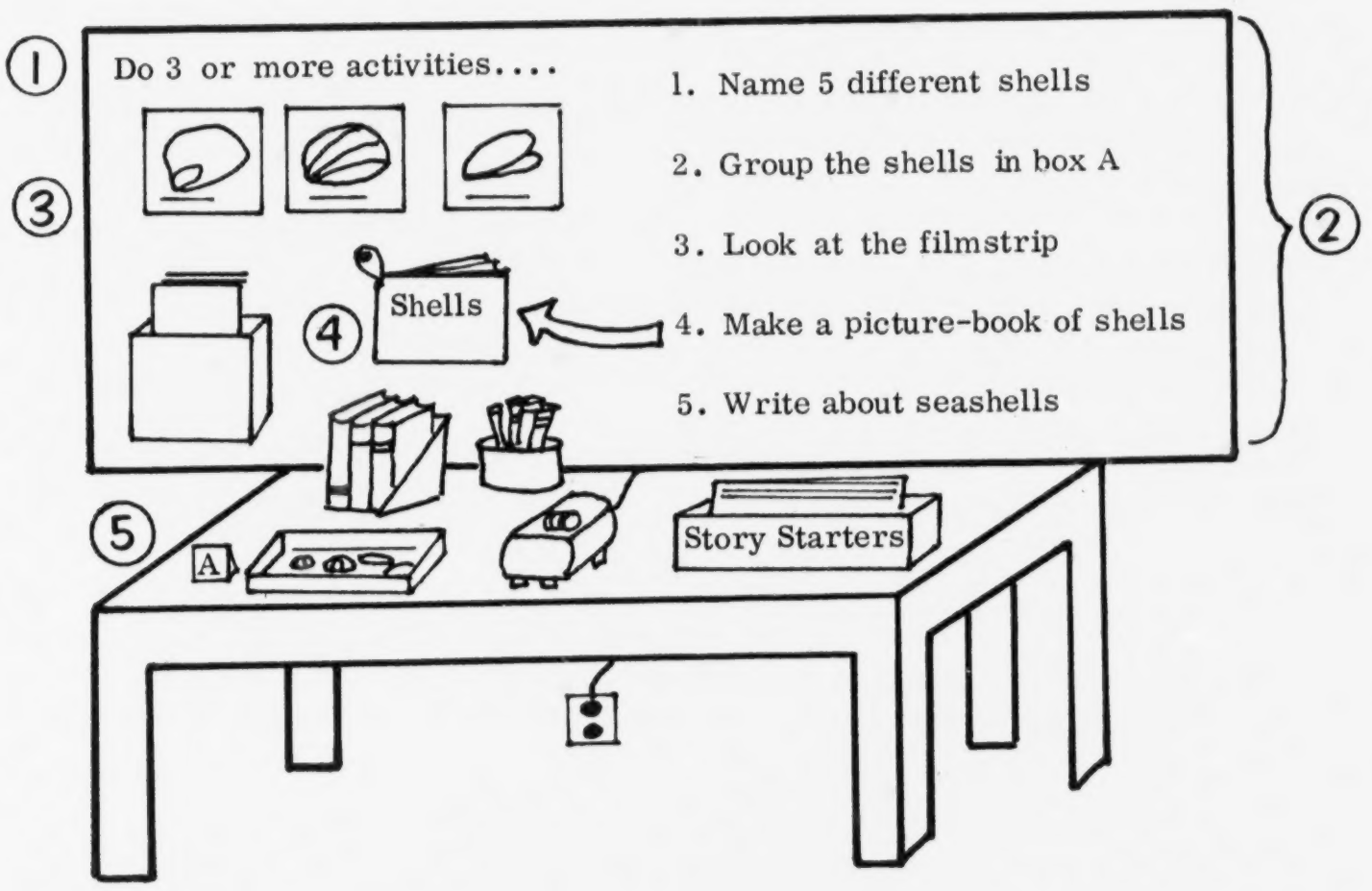
A display is an area which provides the students with motivation, information, objectives, directions, explanation of assignments, examples, samples, materials, supplies, or a combination of these. The display may utilize the job card, worksheet, kit, or bulletin board forms of learning centers.

For example, the class may wish to develop a center on seashells. In that case, the area of display might include a collection of seashells, resource material, an individual filmstrip viewer and a filmstrip on seashells, poems and stories about them, and necessary materials and supplies for students to complete required projects. The student objectives might appear on a bulletin board above the display, on job cards at the center, on a worksheet, or on a tape.

The example shown here illustrates a display used in conjunction with a bulletin board providing the students with:

1 - Directions
2 - Objectives
3 - Information
4 - Example
5 - Materials and supplies

The encircled numbers are for the reader's reference only.



Stations

Certain areas in the classroom, supplemental to the learning centers, are called "stations". These locations provide the student with materials or equipment which may be in limited supply, but are necessary to complete an objective within an assignment.

For example, a segment of both a science and social studies assignment may require that a filmstrip be viewed. It would be impractical, and probably unnecessary, to have a viewer at each center. Therefore, the student goes to the viewing station, completes that portion of the task, and returns to work at his respective center.

SUGGESTED STATIONS

- VIEWING STATION:

  Filmstrip viewer(s), slide projector, screens. The teacher may make her own screen by taping butcher paper to the wall, or painting silver the inside of a cardboard box or a piece of masonite.

- LISTENING STATION:

  Tape recorders, record players, listening post with several headsets, cassettes, single headsets.

- RESEARCH STATION:

  Dictionary, Thesaurus, Encyclopedias, Atlas, note cards, paper and pencils.

- RESOURCE STATION:

  Stapler, hole punch, clips, brads, rubber bands, sharpened pencils, erasers, writing paper, pins, scotch tape, masking tape.

- ART STATION:

  Construction paper, tagboard, scissors, paste, yarn, poster paint, finger paint, pipe cleaners, crayons, chalk, clay.

The materials listed in the stations mentioned are merely suggestions. The stations should be outfitted to suit the teacher's needs and situation.

How can Learning Centers function in the classroom?

• Basic Curriculum

When learning centers are used for the development of one or more areas of the curriculum, it becomes necessary to carefully outline the students' objectives in order that concepts and skills are adequately acquired.

For this purpose, the teacher will want to use appropriate grade-level guides and useful supplementary material. The students' abilities, needs, and interests, should also be taken into consideration. At the same time, it is important for the teacher to determine which lessons will lend themselves well to learning centers and which will require instruction and development on her part.

Single Subjects

If the teacher chooses to use learning centers for only one area of the curriculum, the activities can be explained easily to the entire group on a daily basis. This might occur at the beginning of the work period,which would consist of the regular time allotment for that subject. The teacher may, or may not, wish to use contracts.

To eliminate confusion, and facilitate movement, the teacher may want to "program" the children into specific centers. Later, the students could select the center of their choice.

The activities may be the same for each center. For example, the centers might contain a magnet for each student and several small objects. Through individual exploration, the student is to select those objects which are attracted to the magnet. The students may then be asked to list the objects, or to describe what they all have in common. The science lesson could be developed from this point by the teacher.

Or, the activities at each center may be different. For example, one center may have the students experimenting with a magnet and objects, another center may direct them to make a design with iron filings and a magnet, and another center may have filmstrips, books, and resource material for research purposes. The students would rotate from one center to the next as they completed the objective, or activity, for each center.

Multi-Subjects

If the teacher chooses to use learning centers for more than one subject of the curriculum, she will first need to determine the student objectives for each lesson. Then, she will need to plan activities for each center that will help students satisfy those objectives. Whenever possible, the teacher will want to include the students' participation in planning the activities.

Most teachers allow the students a week to complete the assignments. A contract of one type or another will probably be necessary.

The following is a sample weekly schedule:

FRIDAY:
- Evaluation and Sharing
- Planning session to discuss possible activities for the following week

MONDAY:
- Introduce the new contract
- Review each new learning center, its objectives and activities
- Review use of materials, supplies, and equipment at each center
- Review standard procedures and introduce any new ones
- Discuss standards of behavior
- Provide for questions

MONDAY through FRIDAY:
- Students work at centers and on assignments
- Teacher works with individual students, small groups, total group

Depending on the type of program selected by the teacher, all the students may be involved in activities related to only one area of the curriculum at a particular time each day, or they may complete the assignments at their own discretion, whenever the learning centers are in progress.

It is recommended that the teacher continue her regular reading and math programs, meeting frequently with small groups for instruction, development, and evaluation. The students should complete the assignments immediately following each session before continuing with other activities.

• Extension

These activities extend the regular classroom curriculum. They provide the students an opportunity to study further the concepts and skills previously introduced. The activities may be suggested by the teacher, individual students, or the total group.

For example, if the class is presently being taught the concepts of money, the math learning center may suggest researching the monetary system of a foreign country; playing a game involving the exchange of paper money; learning the process of a checking account and making individual "checkbooks" for further practice, and so forth.

The center may be used for independent activities, or assigned to students as part of their regular program.

• Enrichment

These activities expose students to concepts and skills that are not usually taught as part of the regular classroom curriculum, but which have value in the students' educational program. They are often the result of students' interests and spontaneous enthusiasm for one thing or another.

For example, the approach of United Nations Day may prompt the class to develop a center focusing on the international organization. The activities may include: researching its history, writing a letter to the UN requesting information and any free materials, illustrating the flag, designing a post card or note paper in honor of the celebration, and so forth.

The students may use them as independent activities, or the teacher may include them as part of the weekly requirements.

• Improvement

These activities provide the students additional reinforcement in the development of basic skills and concepts. They should be appropriate to the students' needs. They may be assigned to individuals, or used as independent activities.

The materials and supplies may be assembled in one location in the classroom. Here they could be grouped by subject, concept, skill, etc. They could also be classified by difficulty in order that the students may progress from one level to the next. Or, the activities may be placed in related centers in the classroom.

• Independent Activities

These are activities which the student can perform independent of teacher direction and/or supervision. The independent activity becomes a learning experience for the student when he is given a specific objective relating to the material, and either satisfies it, or endeavors to satisfy it, and is given immediate feedback on his performance.

The activities may be in the area of improvement, enrichment, reinforcement, extension, special studies - whenever the concept or skill has been previously introduced.

One center may contain all possible independent activities, or they may be arranged at separate centers. The activities may also be categorized and coded. For example, math activities may be on Shelf 1 (or in Box 1), reading activities on Shelf 2 (or in Box 2), etc. Another grouping would be levels of difficulty.

The student performs these activities when all other classroom work has been completed. The teacher may, or may not, wish to keep a record of the students' choices, as the activities have already been chosen with their abilities, needs and interests in mind.

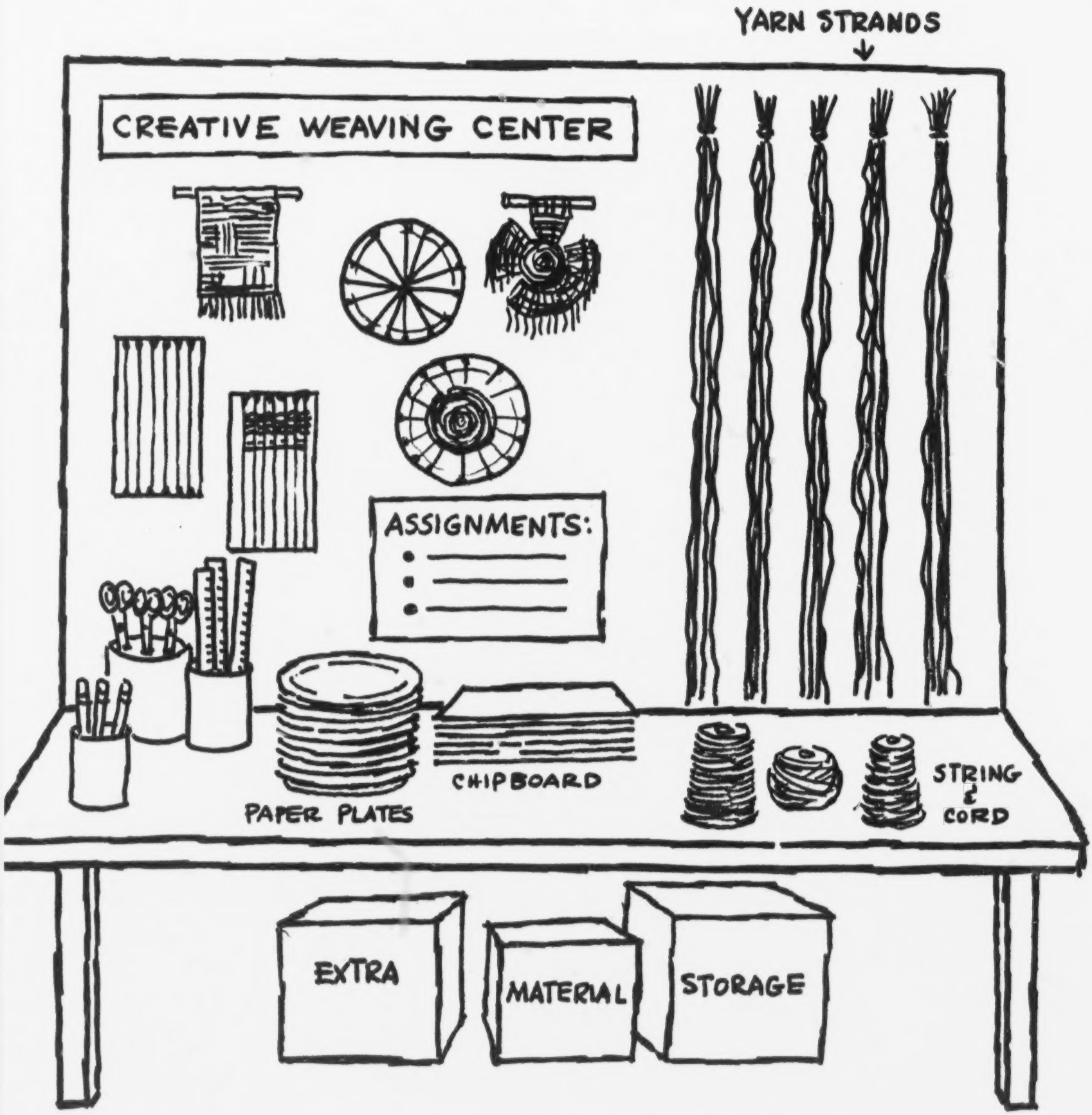
• Special Studies

These activities are projects of special interest to be developed by the students. They usually involve some degree of research, planning, and coordination - the result of which, can be shared by others.

The topics, suggested by the teacher and/or students, may be written on small cards and kept in a box for selection. The could also be combined in a binder with a practical method of classification. The collection may be available at a Special Studies Center, or dispersed to centers of related areas.

The projects may be used as independent activities, or as an assignment. They can be developed by individual students, partners, or small groups. The teacher may wish to provide a special contract for this activity. (See "Types of Contracts")

SAMPLE CENTER



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SAMPLE CENTER

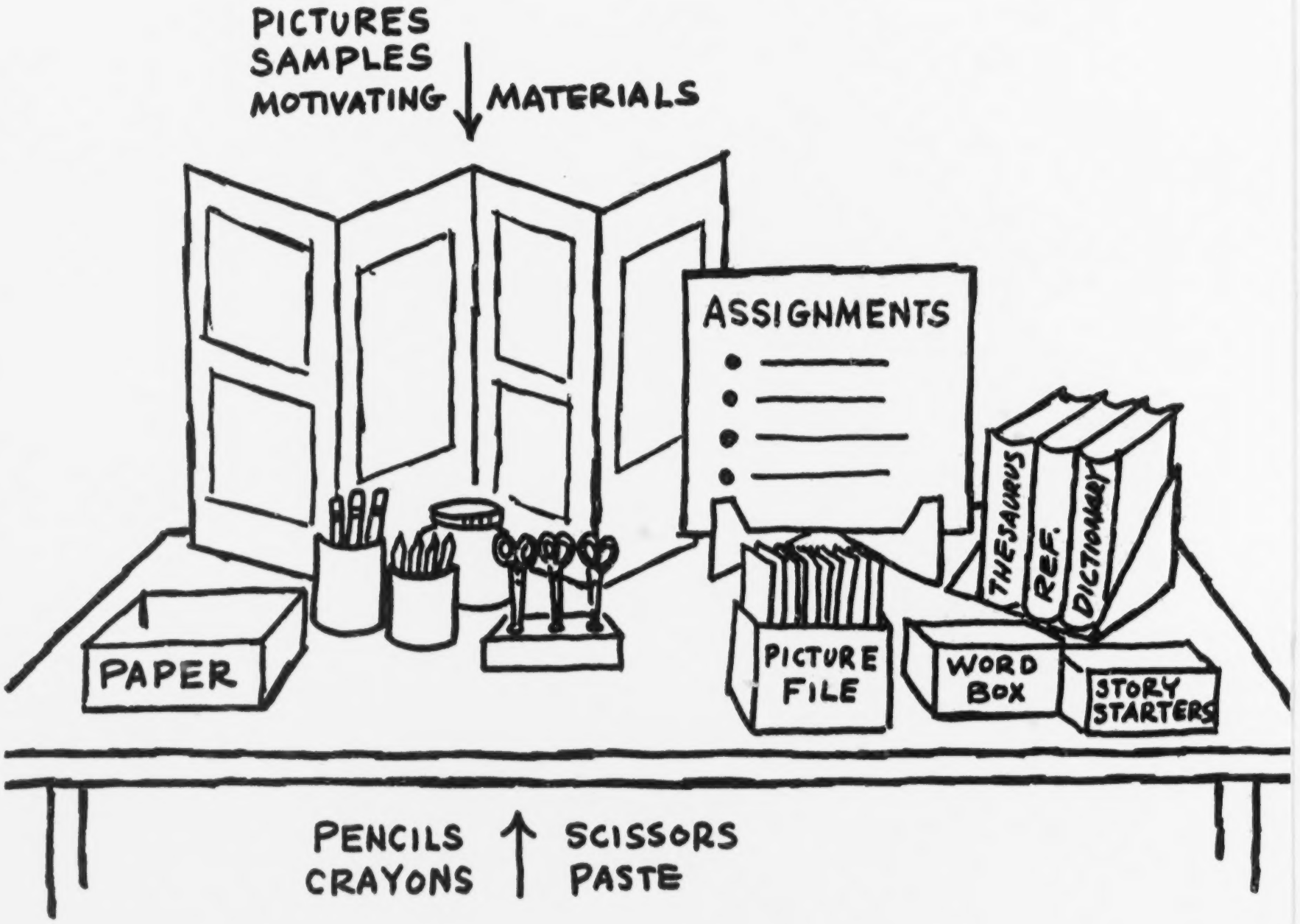


Illustration by Robert Lindemann

Considerations for the teacher starting Learning Centers

How do teachers start?

- evaluate the needs and interests of the students
- establish goals that will determine which centers are needed
- plan activities and/or a sequential development of skills to meet the established goals
- provide a means of evaluating students' work
- organize the room in a functional manner
- organize useful materials and supplies
- develop an appropriate time schedule to accommodate your learning center program

What can teachers expect?

- that there will be a workable noise level which will not interfere with progress

- that the children will become more responsible

- that some lessons will be a result of spontaneous enthusiasm

- that academic and social skills will develop at a faster rate

Spontaneous communication belongs in every classroom...

...questioning...discussing...helping...

How can teachers prepare the children?

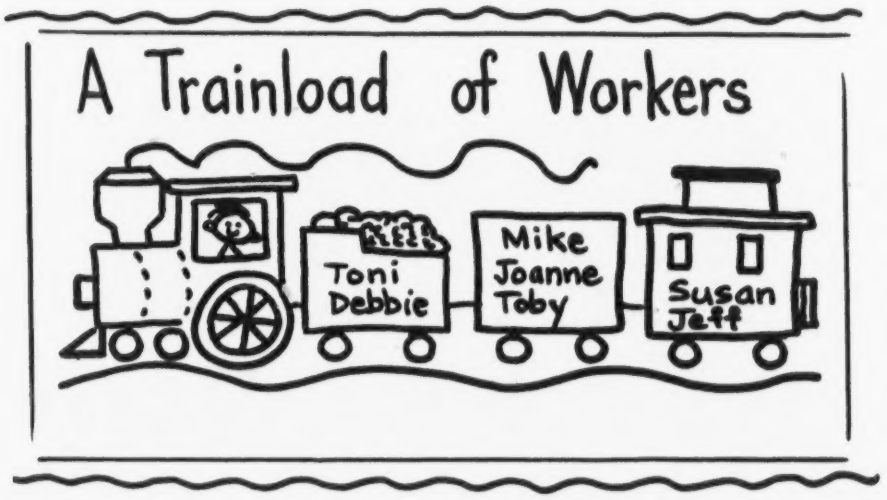
The teacher will want to consider all, or some, of the following suggestions, depending upon her chosen program.

- introduce the different forms of learning centers that the students may find in the room at one time or another
- teach them the use of standard equipment at each center
- teach them the proper use of audio-visual equipment to be used at the centers
- review the different types of contracts and their uses
- develop standards of procedures
- develop standards of behavior to be used while working independently, in small groups, and with the total class
- discuss methods of evaluation

How can teachers motivate children...

...to use the centers?

- involve the students when planning the activities
- vary the activities and objectives
- provide material appropriate to students' abilities and interest levels
- arrange the centers attractively



What can Learning Centers do for children?

Encourage:

- self management
- self direction
- independence
- creativity
- sensitivity to others
- critical, reflective thinking
- longer attention span
- better concentration
- skills in a sequential manner
- greater academic understanding

How are learning experiences evaluated...

...by the teacher?

- spot checking
- review of students' folders
- methods of record keeping

...by the student?

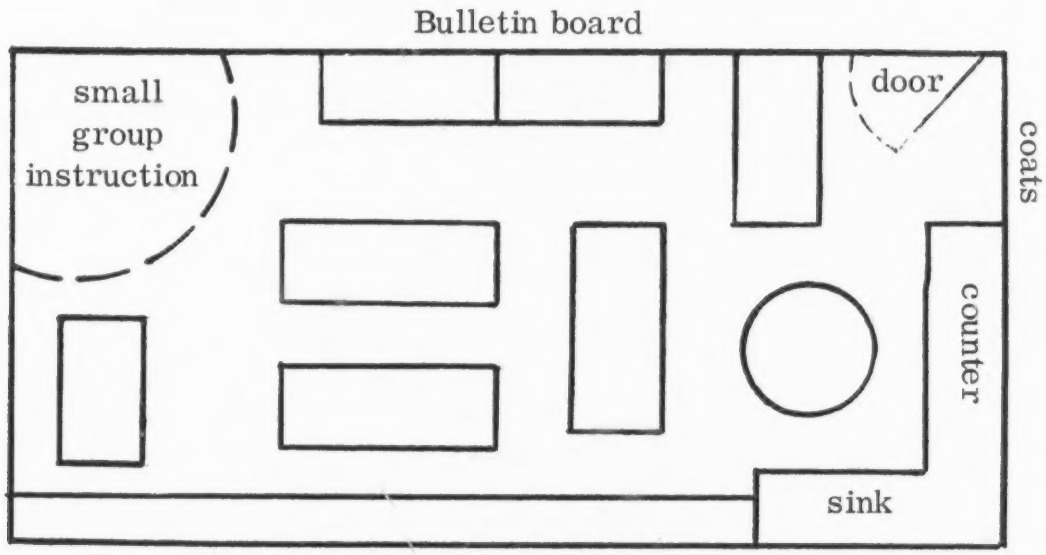
- sharing projects or telling about discoveries and/or experiences
- discussing use of time, needs, particular problems
- offering suggestions for improvement
- systems of self-checking

Sample Room Arrangements

Room arrangement may depend upon the teacher, the program, and available space and equipment.

●

ENTIRE ROOM IN CENTERS



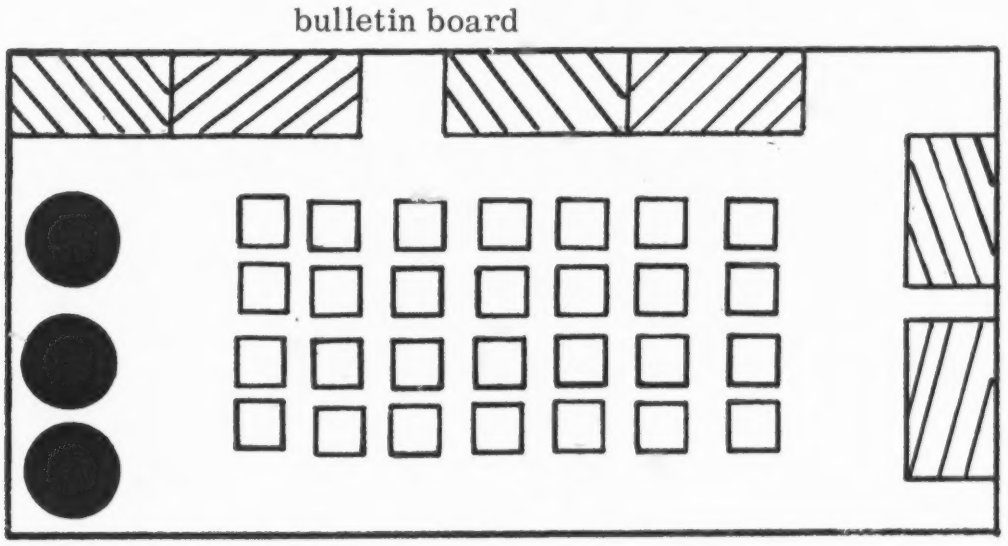
Counter and shelves underneath

This arrangement provides for the maximum number of centers and/or work space. Students' desks or tables are clustered together and their basic equipment (e.g. pencils, crayons, paste, scissors, rulers) is placed on top to be shared by all. The teacher may want the children to remain in the same desk, or she may simply assign a "home seat", or she may allow the children to sit anywhere, anytime.

Centers and activities may also be available on bulletin boards, counter tops, in shelves, etc. around the classroom.

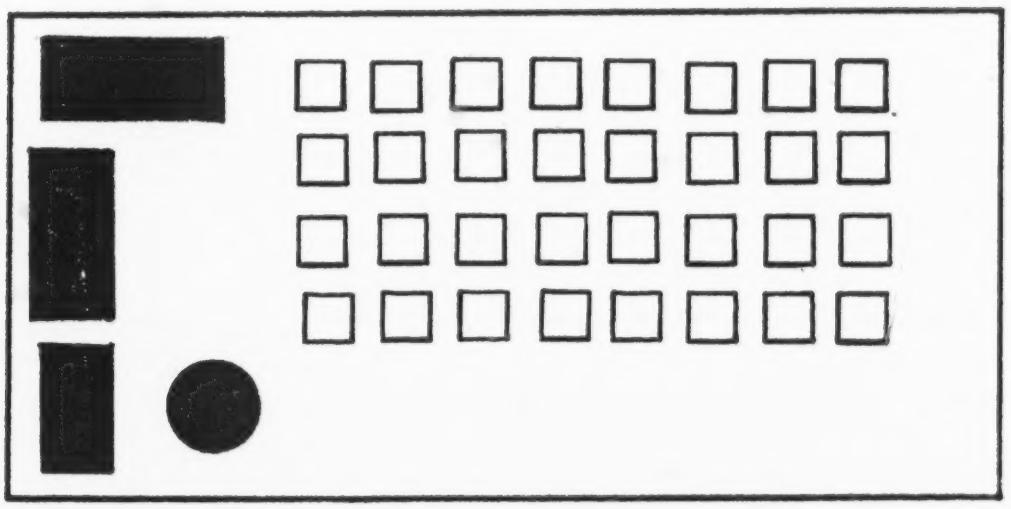
Students' work can easily be stored in tote trays, cartons, or "mailboxes" (see Useful Classroom Equipment).

CENTERS ON THE PERIPHERY OF THE CLASSROOM



This arrangement allows for regular classroom seating. The centers, activities, and work spaces are located around the room on tables, counter tops, bulletin and chalk boards, in shelves, etc. The students might work on an activity at a specific location, or take it to their seat.

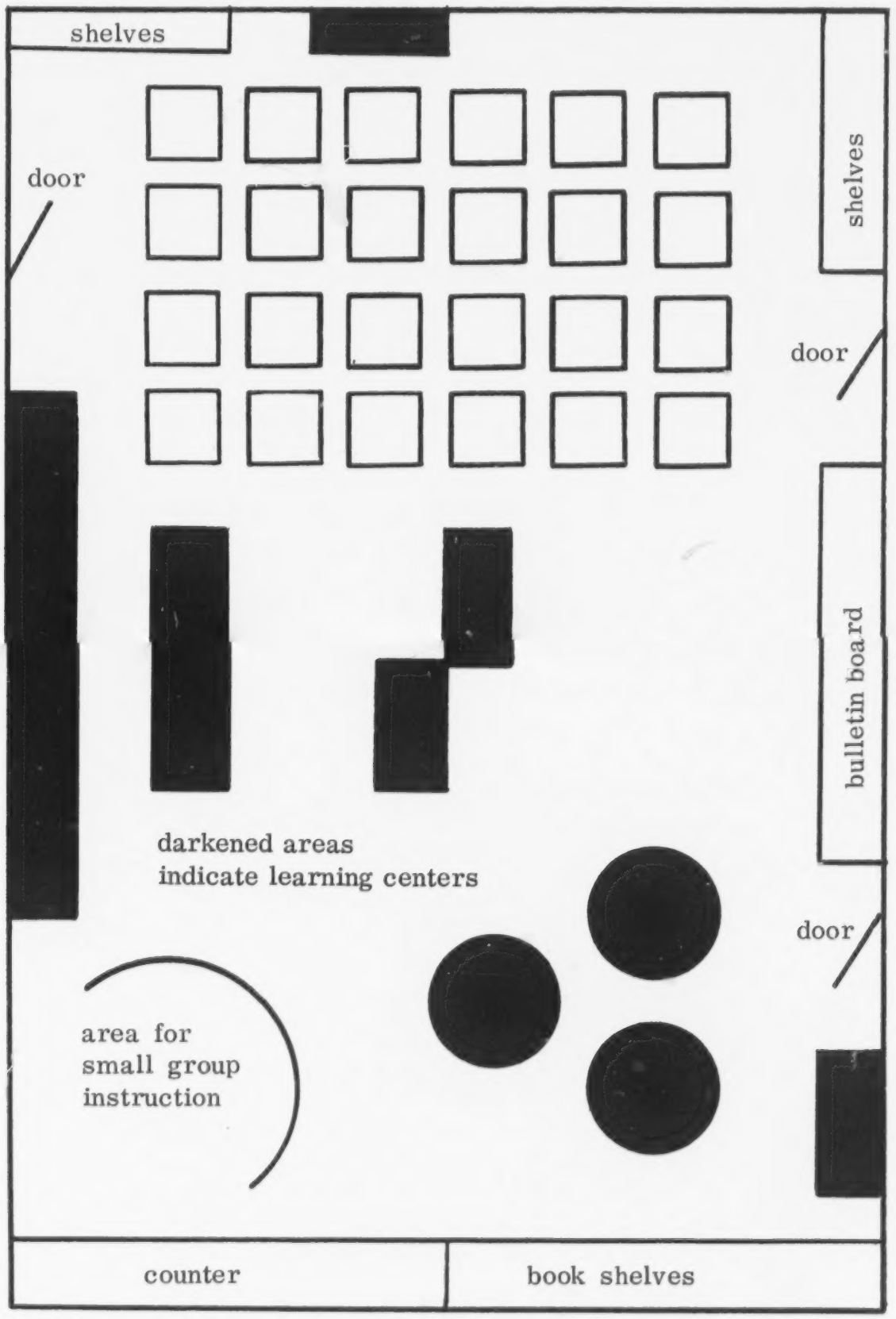
CENTERS IN ONE SECTION OF THE CLASSROOM



This arrangement allows for regular classroom seating. The learning centers, activities, and work spaces are located in one particular section of the room, preferably near counter and bulletin board space.

CENTERS IN AN OPEN-SPACE SCHOOL

The concept of "Open Space" is not under consideration at this point. We merely wish to point out how this space can be utilized if it is available.



The biggest advantage of an "open space school" is the room available. Since we are dealing with an area that is apt to be as large as four classrooms, we can set up a larger number of centers. Different subject area centers can be used at the same time. Since "open space" lends itself to team-teaching, we can then have team members responsible for different centers. The choice of who is responsible for what can then be based on the proficiencies of the people involved.

THE CONTRACT TEACHING METHOD

What is "Contract Teaching"?

Contract Teaching is the method of providing an individualized instructional program to meet the interests, abilities, and needs of students, through the use of contracts and learning centers.

What is a "contract"?

A contract is an oral or written agreement between the teacher and student denoting the suggested, or expected, work load to be accomplished by the student in a given amount of time.

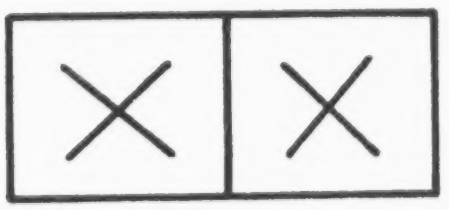
Contracts may be developed for use with:

- independent activities
- special studies
- single subjects
- total curriculum
- activities extending from the curriculum
- enrichment activities
- improvement activities

Considerations:

- The student's name and period of time in which the assignments are to be accomplished should be included on the contract.
- The assignments may appear on the contract under particular headings, or haphazardly.
- Directions and/or objectives may be written on the contract or found at the center.
- Space may be provided for the student's work.
- Indication may be made for working in partners.
- Indication may be made for self-checking.
- Provision may be made for the student and/or teacher to note the completion of assignments.
- Space may be provided for the student to record his course of study.

Work with a partner



Completed work

You may self-check this assignment

What are the different types of contracts?

The paragraphs below and on the next page describe each of the different types of contracts. An example of each is illustrated on the following pages. The numeral beside each description corresponds to the respective contract.

1. INDEPENDENT ACTIVITIES

This contract indicates possible activities available to students when the regular classroom assignments have been completed. It might be illustrated on a chart, chalkboard, bulletin board, or worksheet. The activities may be for improvement, enrichment, or reinforcement of the regular curriculum.

2. SINGLE SUBJECT WITH LEARNING CENTERS

This contract applies to only one subject of the curriculum and its related areas. The activities may be for the development, reinforcement, enrichment, or improvement of skills and/or concepts. Students use learning centers of one form or another when completing the assignments.

3. SINGLE SUBJECT WITHOUT LEARNING CENTERS

This contract is the same as that for single subjects with learning centers except it must include assignments, directions, and objectives. It may also provide space for the student's work. Materials and supplies are not made available at a center in the classroom.

4. MULTI-SUBJECTS WITH LEARNING CENTERS

This contract applies to two or more subjects of the curriculum and their related areas. The activities may be for the development, reinforcement, enrichment, or improvement of skills and/or concepts. Students use learning centers of one form or another when completing the assignments.

5. MULTI-SUBJECTS WITHOUT LEARNING CENTERS

This contract is the same as that for multi-subjects with learning centers except it must include assignments, directions, and objectives. It may also provide space for the student's work. Materials and supplies are not made available at centers in the classroom.

6. SPECIAL STUDIES

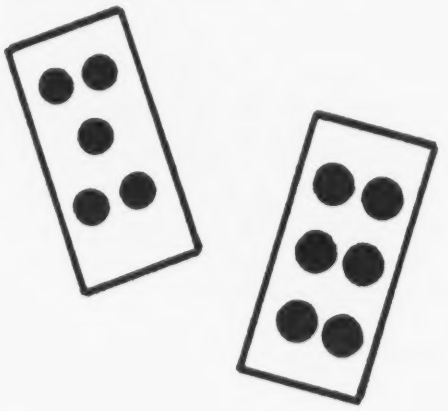
1. This contract is an outline for students to complete when studying a topic of their own special interest. These forms may be made available in the classroom for students to use when other work is completed, or on an assignment basis.

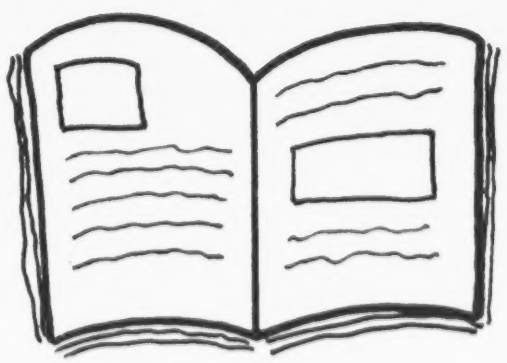
2. This contract serves the same basic purpose as that described in the paragraph above, however, the topic of research is defined for the student. The topics may be selected by the teacher, individual students, or the total group. The forms may be filed in folders, even categorized, for student selection.

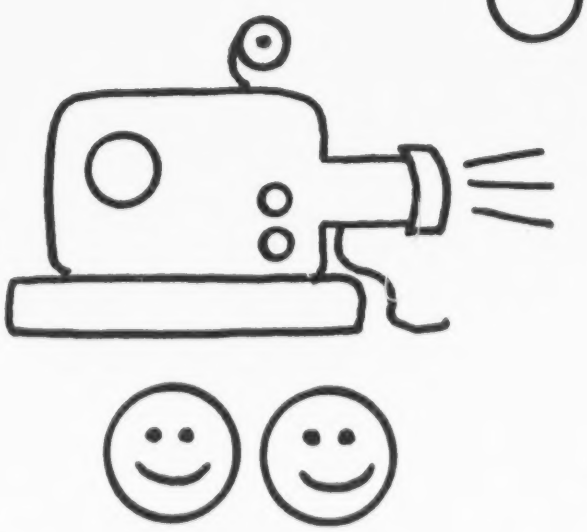
7. STUDENT-PLANNED PROGRAM

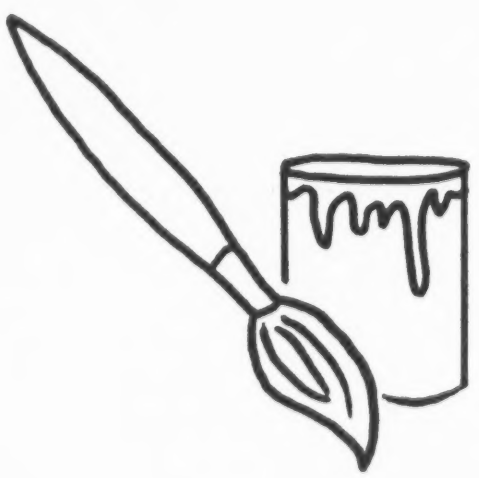
This contract is in the form of an outline and allows the student to plan his own program for a given period of time. This type of contract could apply to one or more areas of the curriculum. When the student completes a contract, he fills out another, hence he is able to work at his own pace. It is suggested that the student confer with the teacher and obtain her approval before executing his plan.

1.









This contract is
for Carol Lacey

To do Monday -
Thursday

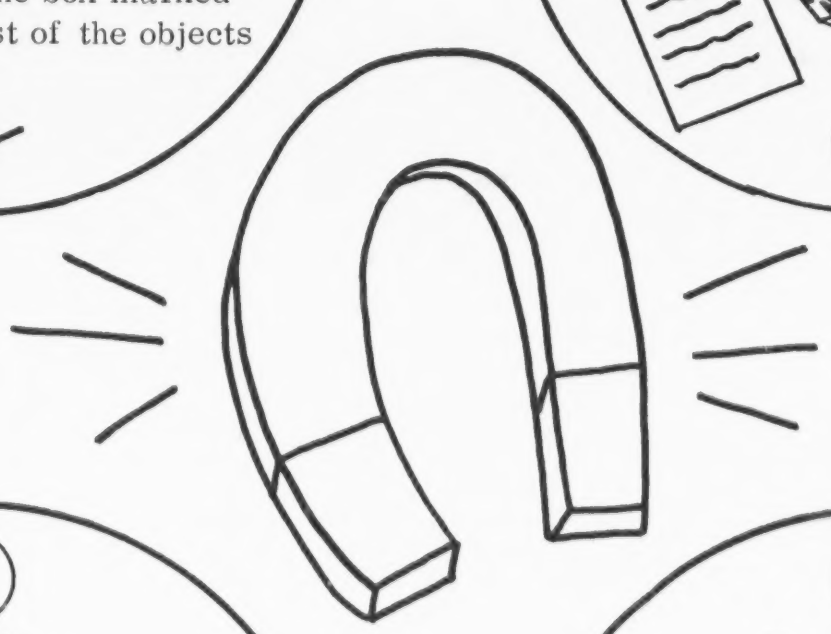
2. SCIENTIST John Davis WORKED ON THESE PROJECTS IN THE LABORATORY the week of May 6

1 Experiment

What will a magnet pick up? Use the magnet at the center and try to pick up the objects in the red box. If the magnet picks something up, put the object in the box marked "Yes". If it does not pick up the object, put it in the box marked "No". Make a list of the objects in each box.

2 Listen

Listen to the tape and follow the directions on the worksheet

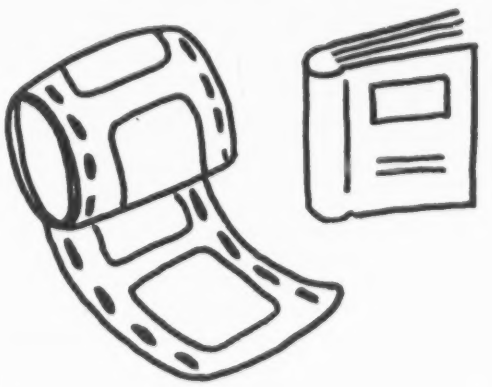


3 Activities

Choose two of the activities at the center and complete the objectives on the job cards.

- Make a magnet
- Using a compass
- Fun with iron filings
- Fishing Game

4 Research



Spelling Contract

AWAY WE GO FOR WEEK of February 7

Jane Larsen IS ALL READY !

PHASE 1

☺ ☺ PRETEST | UNIT 4 | PAGE 37 | CORRECT _____ right | NOW GO TO PHASE 2

PHASE 2

If you correctly spelled all the words, or missed less than 2, do the following: | Make your own list of 15 words. | Write the pronunciation and meaning for each new word.

If you correctly spelled 15 words or less, do the following: | Write each word you missed 5 times. | Write each word missed in a sentence.

NOW GO TO PHASE 3

PHASE 3

Add the new words to your personal dictionaries. Be sure to include pronunciation and definition.

Workbook page 38
Sections: E, F

Workbook page 38
Sections: B, E, C, F

ORAL TRIAL TEST ☺ ☺

NOW GO TO PHASE 4

PHASE 4

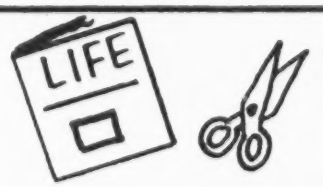
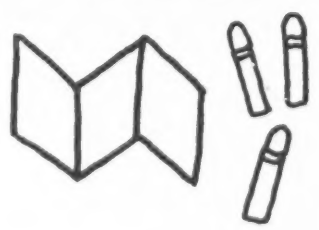
Choose one activity and include at least 8 of your new words:
• an advertisement • short story • poem • report

FINAL TEST ☺ ☺

CORRECT TEST

Good Work !

4. Fun Things For Susan Miller To Do!

	Activities	Materials		
Phonics	1. Make an "M" sound book.		✓	✓
	2. Listen and Do.		✓	
Science	1. Name the animals.			
	2. See the filmstrip on animals.			
	3. Make a paper bag animal.			
S.Studies	1. Read "At the Supermarket".		✓	
	2. What will you buy for each? • Breakfast • Lunch • Dinner			

Can You Complete the Puzzle?

DIRECTIONS: YOU MAY OUTLINE, WITH CRAYON, EACH PIECE OF THE PUZZLE AS YOU FINISH ALL THE ACTIVITIES LISTED INSIDE.

Alphabetize the words below. Show their order by writing a numeral from one to five beside each word.

____ hurry
____ beginning
____ master
____ joke
____ spread

On a piece of paper list the spelling words from this week's lesson.

Look up each word in your dictionary and write the guide words, found on the same page, next to it.

Using the letters in the word "submarine", write at least 15 new words.

Now choose 7 of your spelling words and write each in a well developed sentence.

On a piece of paper write as many of the states in the U.S. as you can.

Beside each state write its capital.

Read a library book. Then write a letter to a friend telling him why you liked the story.

Write a story and use this sentence for the ending: "I guess I'll never do that again!"

Illustrate the story.

On a piece of paper write all the possible combinations for multiplying by 5's and 6's.

Interview a friend. Then write a paragraph on what you learned about him.

Prepare a two minute commercial for television advertising a food product. You may write it out or "sell" it to the class.

Solved by Mike Baker October 5-9

6|

* Special Studies *

I, _____, PROPOSE THE FOLLOWING AS AN OUTLINE OF MY SPECIAL STUDIES PROJECT.

GENERAL OBJECTIVE: _____

_____

SPECIFIC OBJECTIVES: _____

_____

_____

PLAN OF PROCEDURE: _____

_____

_____

_____

_____

I WILL NEED THESE MATERIALS:

_____ _____ _____

_____ _____ _____

_____ _____ _____

I ANTICIPATE THE RESULT OF MY PROJECT TO BE:

_____

I EXPECT TO COMPLETE THIS PROJECT BY _____

SIGNED _____
(Student)

APPROVED _____
(teacher)

Considerations: _____

_____

_____

_____

Special Studies Worksheet # 53 6_2

I, Dave Martin, accept the responsibility of completing this Special Studies project.

BIOGRAPHY

● GENERAL OBJECTIVE : TO BECOME FAMILIAR WITH THE LITERARY FORM OF A BIOGRAPHY

● SPECIFIC OBJECTIVES:

TO LOCATE THE WORD "BIOGRAPHY" IN THE DICTIONARY AND WRITE ITS DEFINITION

TO LOCATE AN EXAMPLE OF A BIOGRAPHY IN THE SCHOOL LIBRARY

TO LIST AT LEAST FIVE POINTS OF INFORMATION CONTAINED IN A BIOGRAPHY

TO CHOOSE A FAMOUS AMERICAN AND WRITE A BIOGRAPHICAL SKETCH OF ONE PAGE

● PROCEDURE OF ACTIVITIES:

✓	1	Find the word "biography" in your dictionary and write the definition at the top of your paper.
✓	2	Move to the library and locate an example of a biography. Ask the librarian if you need assistance.
	3	Skim the pages for the type of information given in a biography.
	4	On your paper, below the definition, list at least five points of information that you think should be included in a biography.
	5	Choose a famous American and research for material about his or her life.
	6	Write a one page summary about this person's life using the information from your research.

Completed on _____

Signed _____ (student)

7.

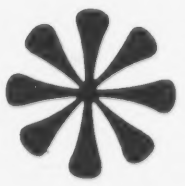
Weekly Blueprint

Contracted by _____

Dated _____

Area	Specifications
_____	1. _____ 2. _____ 3. _____
_____	1. _____ 2. _____ 3. _____
_____	1. _____ 2. _____ 3. _____
_____	1. _____ 2. _____ 3. _____
_____	1. _____ 2. _____ 3. _____
*BONUS	

Sample Contracts



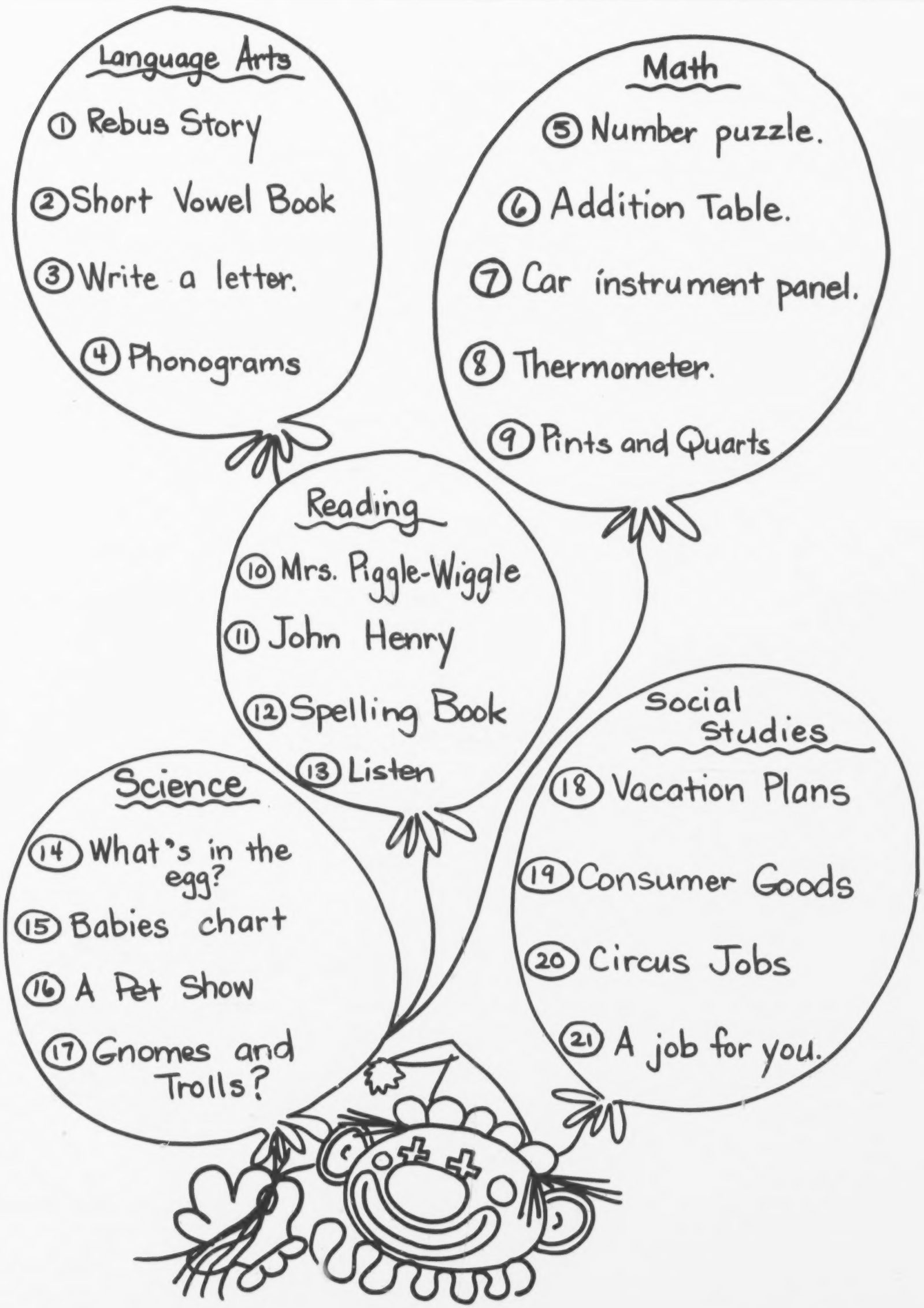
Date _____

Name _____

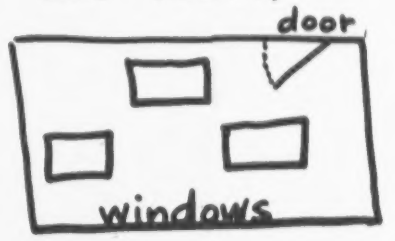
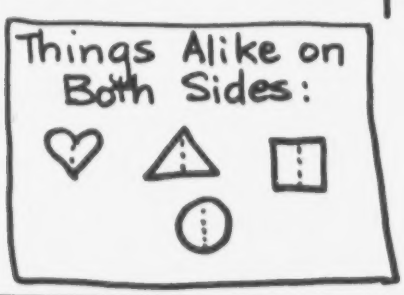
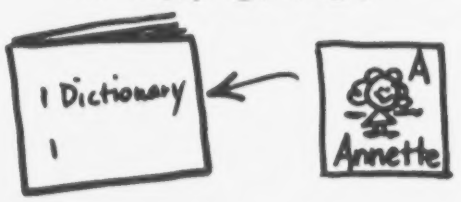
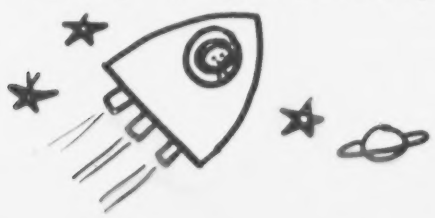
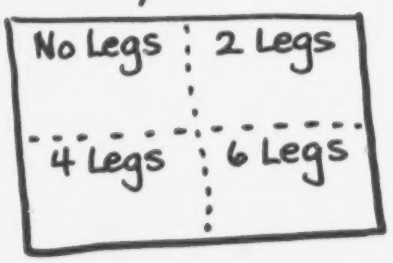
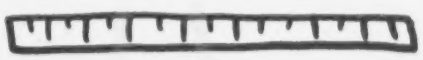
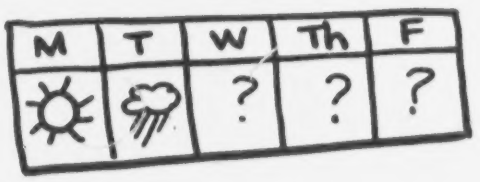
Activities

ART	1. Make 4		
ART	2. Draw a picture book of what you did Halloween night.		
MATH	3. Write the numerals as high as you can go. 1 2 3 4		
READING	4. Read a book. Make a picture of the part that you liked best.		
SCIENCE	5. Watch the guppies. Make a picture to show how they swim.		

Contract courtesy of Nancy Syvertsen

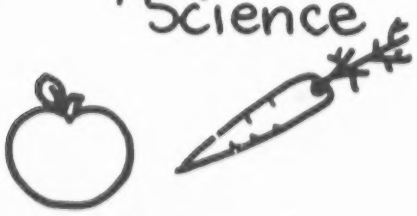
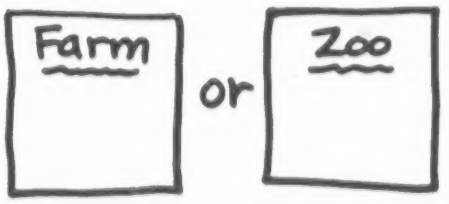
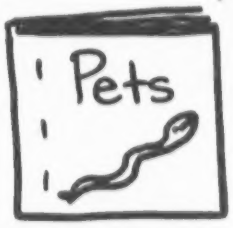
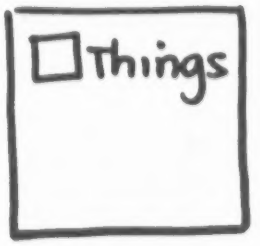
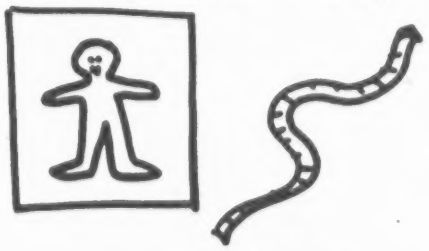
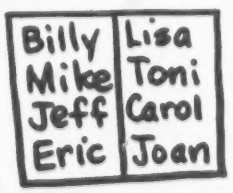
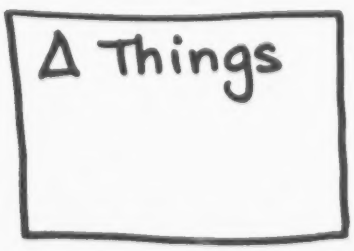

Language Arts
① Rebus Story
② Short Vowel Book
③ Write a letter.
④ Phonograms
Math
⑤ Number puzzle.
⑥ Addition Table.
⑦ Car instrument panel.
⑧ Thermometer.
⑨ Pints and Quarts
Reading
⑩ Mrs. Piggle-Wiggle
⑪ John Henry
⑫ Spelling Book
⑬ Listen
Science
⑭ What's in the egg?
⑮ Babies chart
⑯ A Pet Show
⑰ Gnomes and Trolls?
Social Studies
⑱ Vacation Plans
⑲ Consumer Goods
⑳ Circus Jobs
㉑ A job for you.

Name: _____

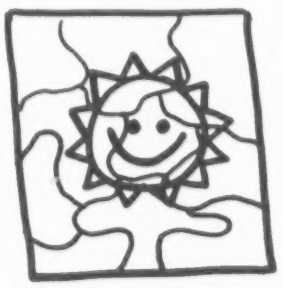
① Read "Is This You?" Do one thing it tells you to do.	② Read "The Bears' Picnic." Make a book like it.	③ Make a Snoopy Shape Book
④ Cartoon Cowboy Write his story.	⑤ Measure your hands. 	⑥ Make a map of our room. 
⑦ Geometric Shapes  	⑧ Dictionary of people in our class:  	⑨ Make a chart. Use the overhead.
⑩ Draw a rocket. Give it a name. 	⑪ Classify animals.  	⑫ Ditto: What would you buy?
⑬  Measure: 1. Room 2. Desk 3. Chair	⑭ Weather chart for this week  	⑮ Listen "Sandy the Swallow"

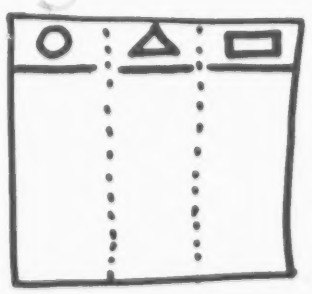
Date: _____

Name: _____

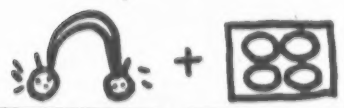
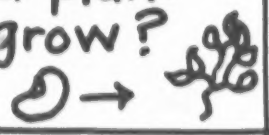
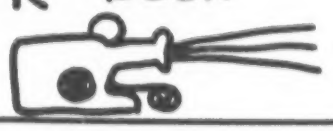
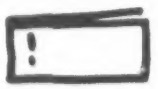
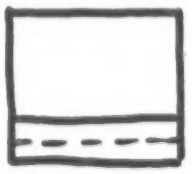
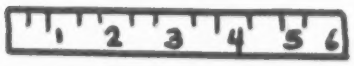
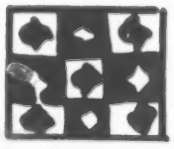
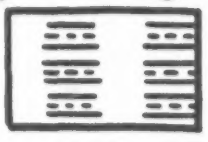
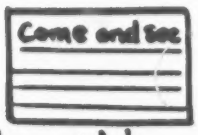
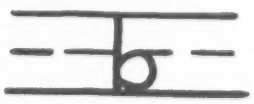
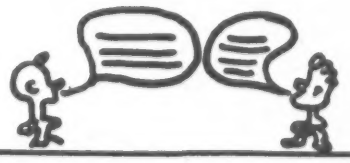
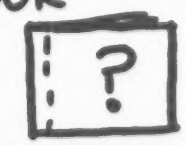
① Shape Book: Science 	② Find the Parent. Science page 76.	③ Classify Animals 
⑥ Book of pets 	⑦ Listen and Do	⑧ Chart (classify) 
⑨ "All About Me" book	⑩ Measure You  Worksheet	⑪ Guess what is in the box.
⑫ Numbers: How high can you go? 1 2 3 4 5 6	⑬ Words: List everyone in our class. 	⑭ Map: "This is How I Go to School."
⑱ Chart (classify) 	⑲ Write a letter.	⑳ Fun box: What would you like to do?

Date: _____

Language Arts	Social Studies	Reading
① Thank you note ② Write a story. ③ Make a "Jack and the Beanstalk" book. ④ Print a perfect alphabet. ABCDEFGHI abcdefghi	⑤ Use the encyclopedia. ⑥ Draw 3 jobs you would like. ⑦ Make a cucumber head and name it. ⑧ Make a puzzle. 	⑨ Listen and write. ⑩ Make a "Three Bears" story. ⑪ Write about Snoopy and Red Baron. ⑫ Make a Mother Goose poem. Jack be nimble....

Science	Math	Special Projects
⑬ Design a future house. ⑭ Page 92 - A Robin ⑮ Page 93 - A Cowbird ⑯ Look up "birds" in the encyclopedia. 	⑰ Make some patterns. ⑱ Translate numbers into picture. ⑲ Salaries - what is right? ⑳ Classify Shapes 	

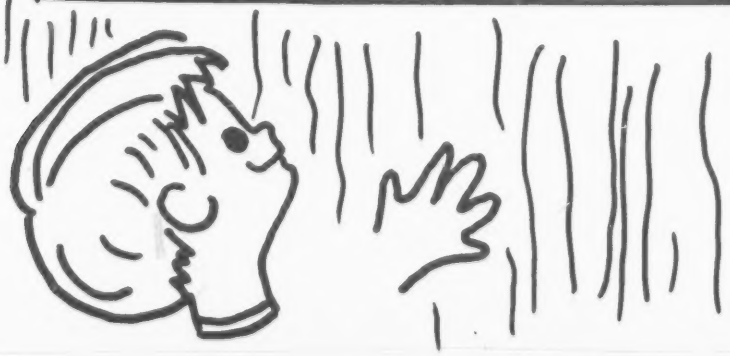
Name: 53 48 Date:

① Make 4 Specialists 	② How does a plant grow? 	③ "R" Book 	④  "B" Book
⑤ Inside Fruit	⑥ Make a story	⑦  Write a letter	⑧ Chart p- th- wh- + - f- s-
⑨ Math  measure	⑩ Art 	⑪ Make a book My Book	⑫ Spelling 
⑬ Do this:  Printwriting	⑭ Print 	⑮ Print	⑯ What do they say? 
⑰ Story A friend is someone who...	⑱ Story I like to feel...	⑲ Paint	⑳ Make a shape book:
㉑ Read one story in any book 	㉒	㉓	㉔
㉕	㉖	㉗	㉘

① Read about Mitch.
② Listen to "fr" words.
③ Listen to "fl" words.
④ Cartooning book
⑤ Enchanted Gates
⑥ Story about a train
⑦ Your best writing
⑧ Music book
⑨ Map of California
⑩ Ant Hill

⑪ Tools and Machines
⑫ Temperature Study
⑬ What if? Science book
⑭ Use Dictionary.
⑮ Indian book
⑯ Story Window
⑰ Why Art? story
⑱ Alphabetizing
⑲ Stain Games
⑳ Save the Teeth!

㉑ The sun tells time.
㉒ Fractions study
㉓ What is a Father?
㉔ Measure yourself.
㉕ Health Book
㉖ "Just Alike Princes"
㉗ Our Working World
㉘ Shape Book: At Home
㉙ Summer Plans
㉚ Math Workshop



Reward Box: You Choose Something Fun

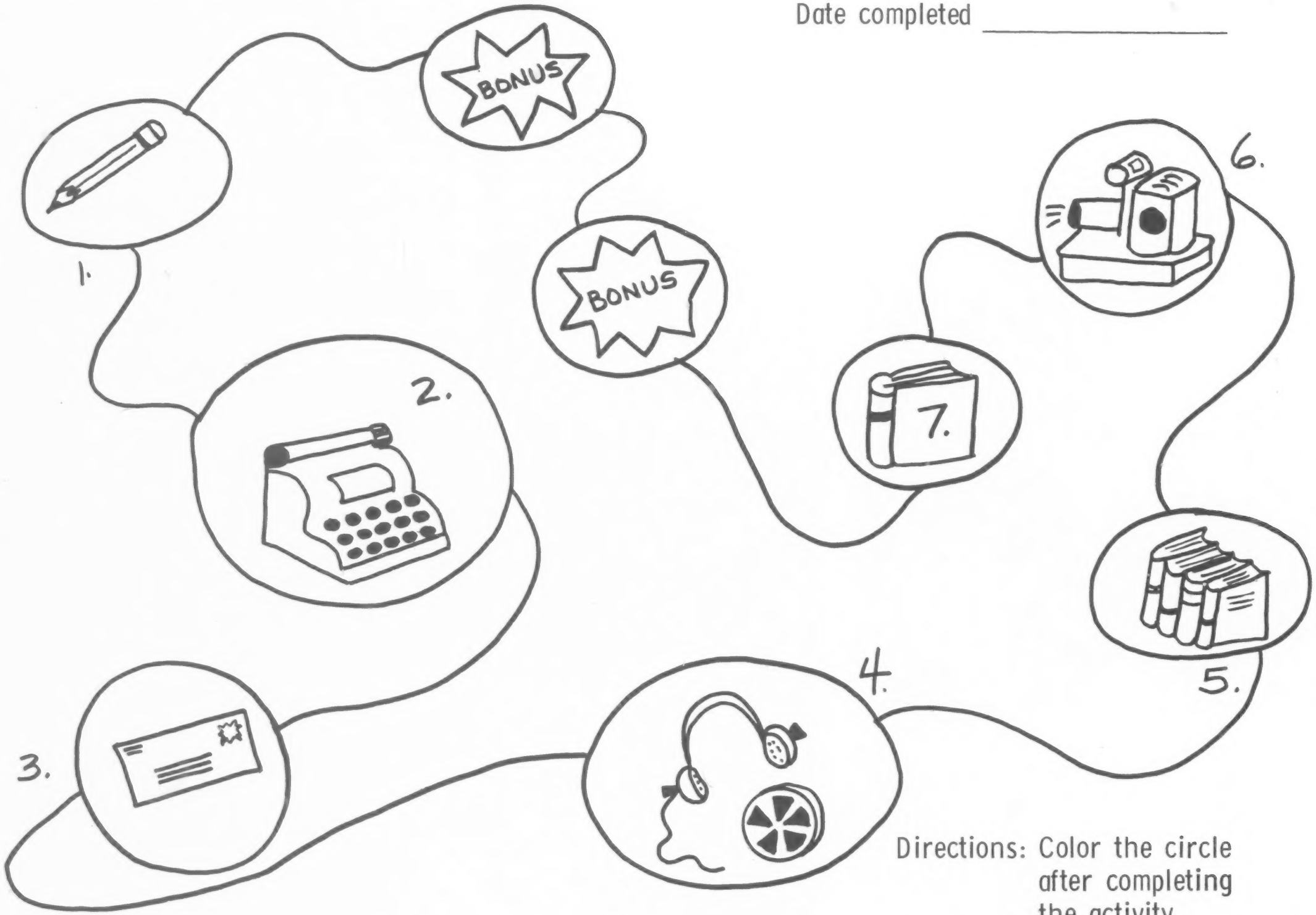
㉛ Mosaic
㉜ chalkboard
㉝ Paint
㉞ Nature Rubbings
㉟ Mural
㊱ Crayon Resist
㊲ Egg Carton Animals
㊳ Story Chart
㊴ Yarn Crafts
㊵ Paper Weaving

LINES OF COMMUNICATION CONTRACT

Name _____

Date started _____

Date completed _____



Directions: Color the circle after completing the activity.

Contract courtesy of Lenore Greathouse

TIME SCHEDULES

and

LESSON PLANS

for

SAMPLE PROGRAMS

which combine

LEARNING CENTERS

and

CONTRACTS

NOTE: The following schedules and lesson plans are adaptable to all grade levels.

The teacher should use them according to her chosen learning center program and classroom needs.

Plan for Week One

Time	One hour each day (Social Studies)
Seating	Seats are assigned, as in a normal classroom. The room is arranged into assigned work centers.
Materials	A work folder with a contract on the front for each student and a place to keep it. The five centers are identically equipped with supplies and materials to teach one contract experience. In other words, all children will do the same thing, each at his own center. (A sample contract for Week One follows.)
Standards	Establish number of students who can work at each center at one time, and the types of activities available. Discuss care and operation of equipment.
Content	Students learn to use the centers and follow contracts. Teach one item each day. For instance, the first day the children may learn to work at the Science Center. The following day, all will learn to fulfill the contract requirement at the Social Studies Center, and so on, until all centers have been introduced, and the skills for each have been practiced.
Activities	Describe physical area and name of center. Discuss permanent equipment at each center. Describe types of equipment and supplies that will be available in the future. Provide one or two samples of items on contract for the entire class to use during the work period.
Cleanup	Signal class for attention. Describe step-by-step cleanup procedure. Each student follows procedure and cleans up after himself. Assemble class to discuss cleanup.
Evaluation	Have some children show their work. Evaluate their work, emphasizing the positive. Suggest ways to improve on the first contract experience.
Comments	Keep everything as simple as possible. Be very firm with standards. Make cleanup procedure brief and very clear. Have some way of rewarding those whose performance is best.

SAMPLE TIME SCHEDULE

Week # 1 (1 hour a day)

9:00 R E A D I N G (Divided)

10:00 O P E N I N G

10:15 M A T H

11:20 L A N G U A G E A R T S / M U S I C

11:50 P. E.

1:00 S O C I A L S T U D I E S
Lesson on contract work

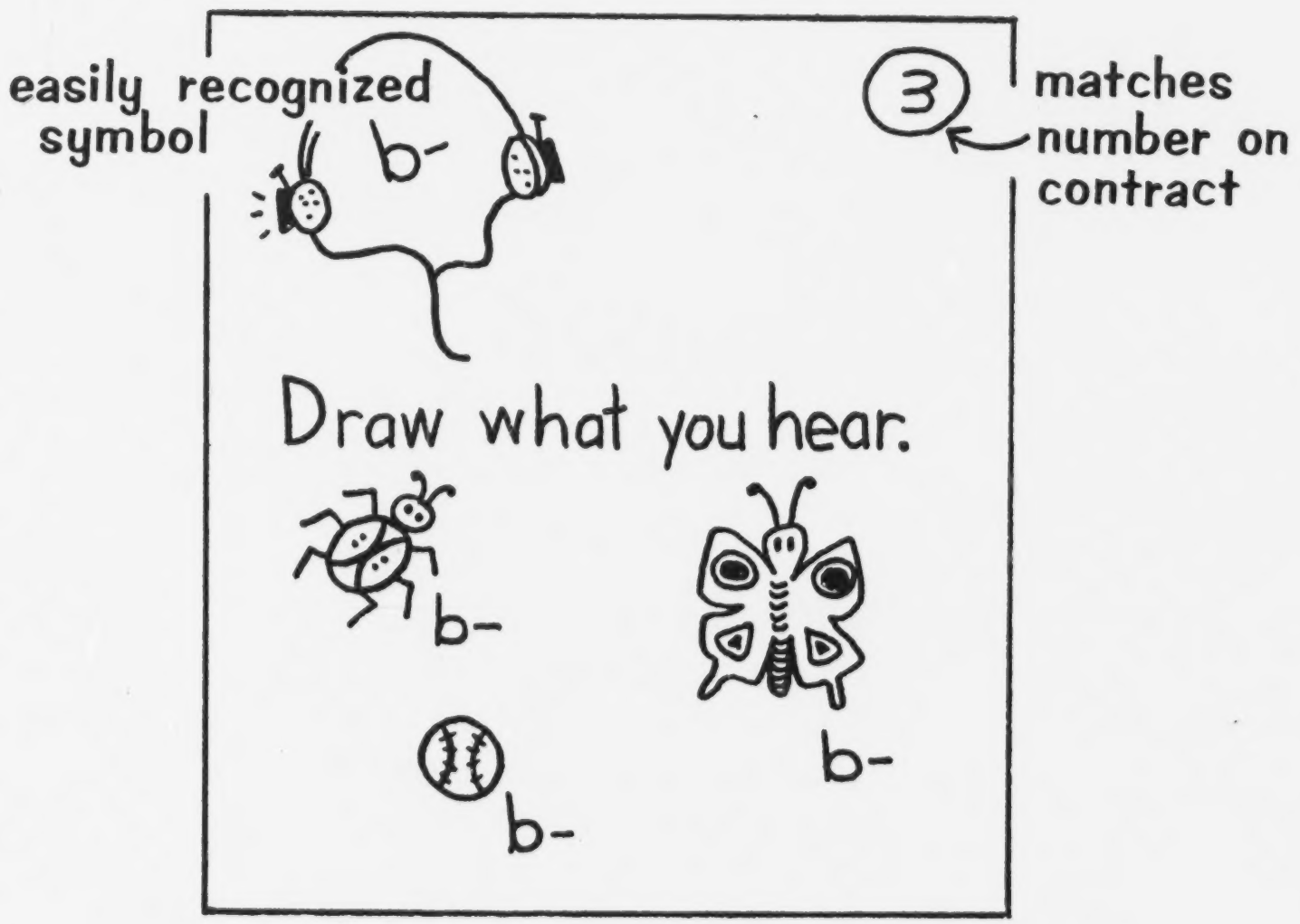
1:15 Students follow-up by working on a simple contract

1:35 C L E A N U P and E V A L U A T I O N

2:05 R E A D I N G (Divided)

For each of the kites on the sample contract there will be a learning center in the room where further instructions will be posted, and needed materials and supplies provided. Instructions may be pictorial for beginning readers, or the vocabulary may be limited to class reading level.

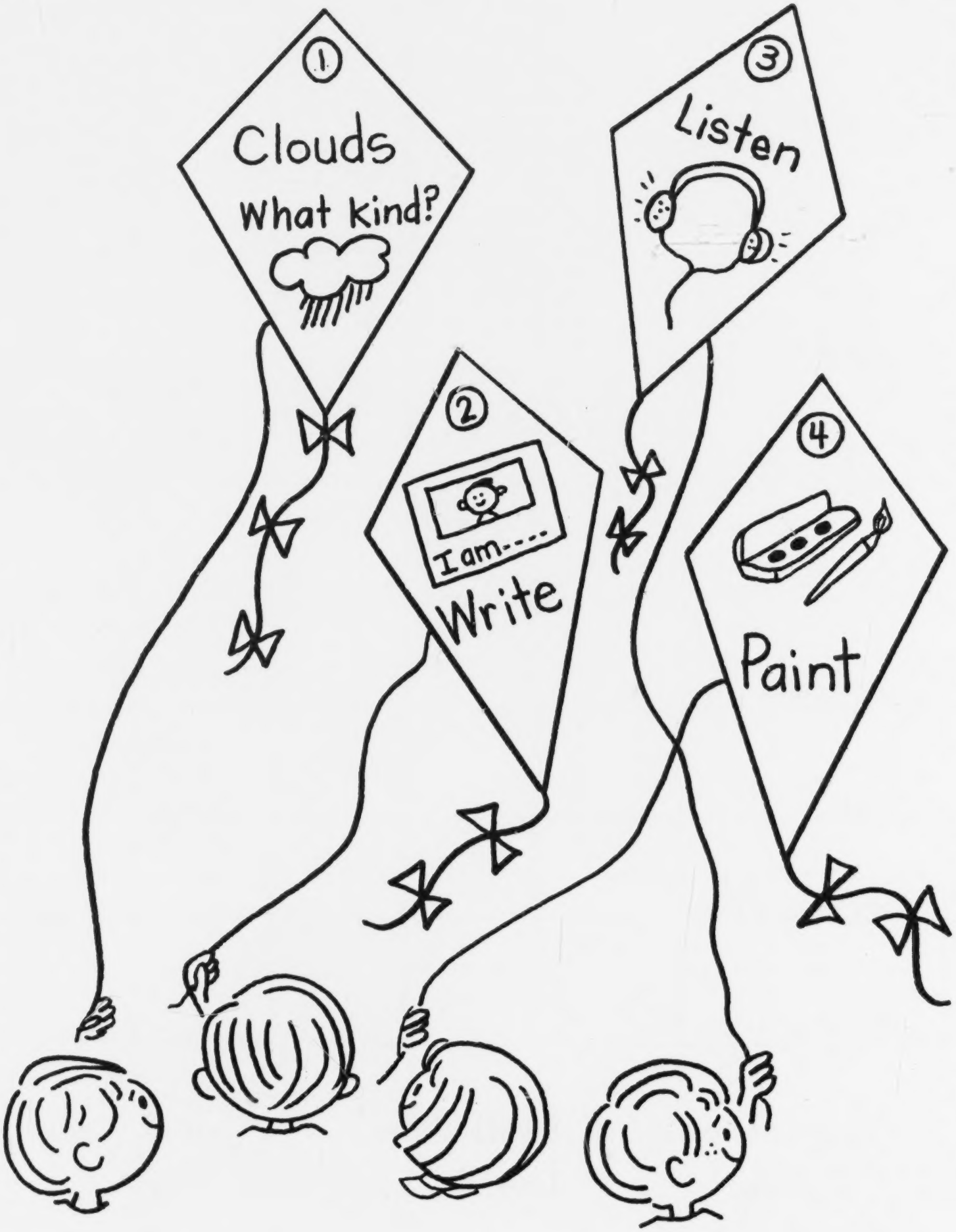
For intermediate and upper grades, a 3 x 5 card may be sufficient. On this card (or file box of several cards) the teacher can write specific instructions to be carried out with the particular equipment at that center or station.



Materials: pencils, crayons, paper, listening post, phonics record or tape

Sample Contract for Week One

Name _____



Contract requirements
Skills check
Date:

	①Science: Unit I Types of Clouds	②Language Arts: Text page 12 Write own name	③Phonics: Lesson 3 Beginning "b"	④Art: Use of tempera or watercolor	etc.
Craig F.					
Marty D.					
Joanne H.					
Jeff M.					
David B.					
Debbie A.					
Mark R.					
David M.					
Pam L.					

Suggested Rating: + (well done) ✓(work completed) − (needs additional work)

Plan for Week Two

Time	Two hours each day.
Seating	Assign seats. Each child is assigned to a different center each day.
Materials	A new contract is stapled on work folder for each student. Add a few new activities and supplies to each center according to the contract. Keep them simple. (A sample contract for Week Two follows.)
Standards	Set standards for behavior and quality of work expected. Have entire class watch a few students go to work at a time. Be firm with standards.
Content	Review the use of contracts for working at each center. At each center set one problem to be solved, one project to be made, according to contract at this time.
Activities	Use a brief form of each lesson from the first week for review. Allow twenty minutes for a work period.
Cleanup	Review cleanup procedures. Each child cleans up after himself. Finished work is taken home weekly. (Large projects may be taken home daily.)
Evaluation	Evaluate work time and cleanup. Reward good work. Suggest ways to improve.
Comments	Be consistent with procedures for children to establish a pattern to follow.

SAMPLE TIME SCHEDULE

Week #2 (2 hours a day)

9:00 R E A D I N G (Divided)

10:10 O P E N I N G

10:15 M A T H

11:20 L A N G U A G E A R T S

11:30 Students work at the centers

11:45 C L E A N U P

11:50 P. E.

1:00 S O C I A L S T U D I E S
Lesson includes evaluation of morning, plus a brief lesson in either Social Studies, Art, Music, or Science, appropriate to the curriculum

1:15 Students go to work

1:35 C L E A N U P and E V A L U A T I O N

2:05 R E A D I N G (Divided)

Plan for Week Three

Time	Two hours per day.
Seating	Assigned seating is used during Reading only. Students are allowed a free choice of seats at all other times of the day.
Materials	A new contract stapled on a work folder for each student. Add a few new supplies to each center; these will be according to the contract requirements (e.g. lamp, water, dishes, at Science Center for evaporation experiments) (A sample contract for Week Three follows)
Standards	Discuss ways to get along with everyone. Discuss good and poor choices of seating. Choose an "isolation area" where students may go when having difficulty getting along with other students.
Content	Explain the requirements on the new contract. At each center, students will be problem-solving or doing follow-up activities as listed on the contract.
Activities	Class sits in a group around the teacher who dismisses children one at a time to get his work folder and go to a seat. He puts folder on table in front of him and begins to work. Teacher circulates around room to assist the students during the work period. Students who have difficulty learning the rules go to the isolation area for the remainder of the period.
Cleanup	Signal for attention. Review cleanup procedure. Each student cleans up after himself, puts his folder away and sits down in a group around the teacher.
Evaluation	Students look at each area. A person who has not cleaned up carefully must go back and finish, and will be the last one to choose his work area the next period. Students' work is evaluated.
Comments	"First choice" is good motivation for careful cleanup and for developing positive work habits.

SAMPLE TIME SCHEDULE

Week #3 (2 hours a day)

9:00 R E A D I N G (Divided)

10:10 O P E N I N G

10:15 M A T H

11:20 L A N G U A G E A R T S
Contract requirement lesson

11:30 Students work at the centers

11:45 C L E A N U P

11:50 P. E.

1:00 S O C I A L S T U D I E S
Contract requirement lesson-
include evaluation of morning
plus a brief Social Studies,
Science, Music or Art lesson
appropriate to the curriculum

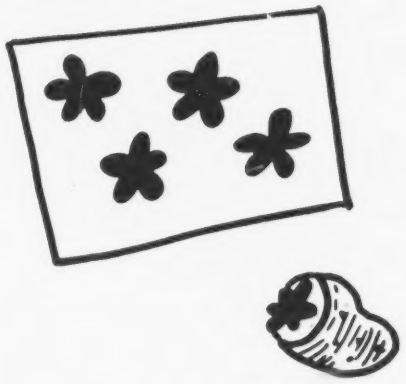
1:15 Students go to work

1:35 C L E A N U P and E V A L U A T I O N

2:05 R E A D I N G (Divided)

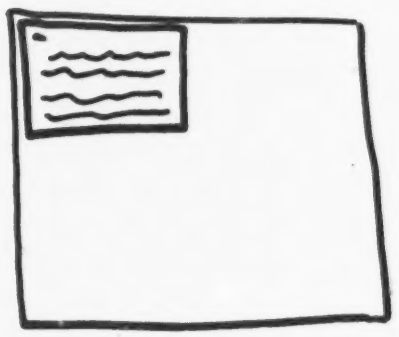
Name: _____

Sample Contract for Week Three

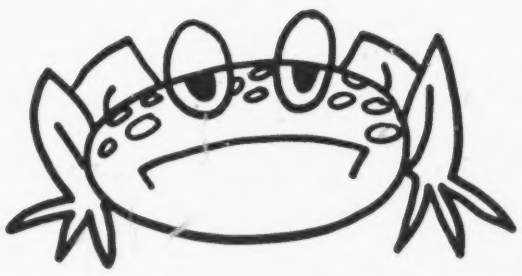


Art:
Potato Print ①

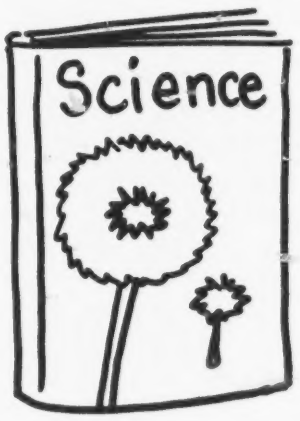
Listen ②



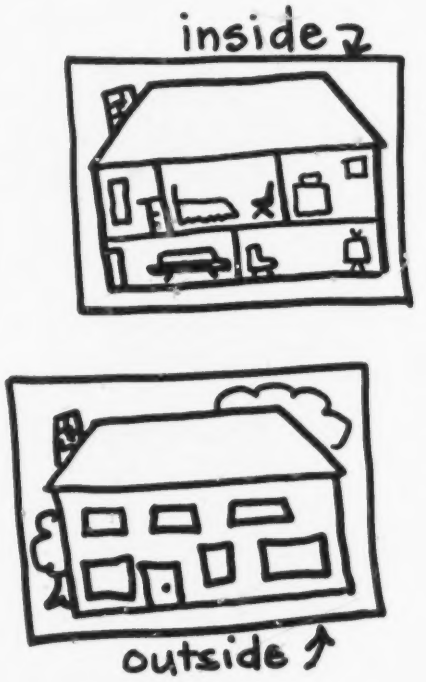
Read:
Follow Directions ③



Shape Book
Mr. Frog ④



Science Text
Pages 30-32 ⑤



Houses:
Social Studies ⑥

Date: _____

Plan for Week Four

Time	Every hour except Reading.
Seating	Students choose own seats each hour.
Materials	A new contract stapled on a work folder for each student. New equipment and supplies according to requirements on the contract are at each center. (A sample contract for Week Four follows.)
Standards	Review briefly procedures and standards established in the first three weeks.
Content	Explain the new requirements on the contract. Students are problem-solving or doing appropriate follow-up activities as required on their contracts.
Activities	Continue procedure as for Week Three.
Cleanup	Signal for attention. Everyone begins cleanup at the same time. Each student cleans up after himself, puts his work folder away and joins the group with the teacher.
Evaluation	Cleanup is evaluated. Discuss amount and quality of the students' work.
Comments	Work listed on contract is taken from appropriate curriculum guides. Something simple from each subject area should be included. Teacher begins keeping evaluation sheet (see Week One) if she has not been doing so. At the end of the week, hold up some of the best folders so that everyone can see how much has been accomplished. This is highly motivating to those students who do not have anything checked off as being accomplished.

SAMPLE TIME SCHEDULE

Week #4

Students work on their contracts every hour except during Reading and Math.

9:00 R E A D I N G (Divided)

10:10 O P E N I N G

10:15 M A T H

11:20 L A N G U A G E A R T S / M U S I C
Developmental lesson

11:30 Students go to work

11:50 P. E.

1:00 S C I E N C E, S O C I A L S T U D I E S
or A R T lesson

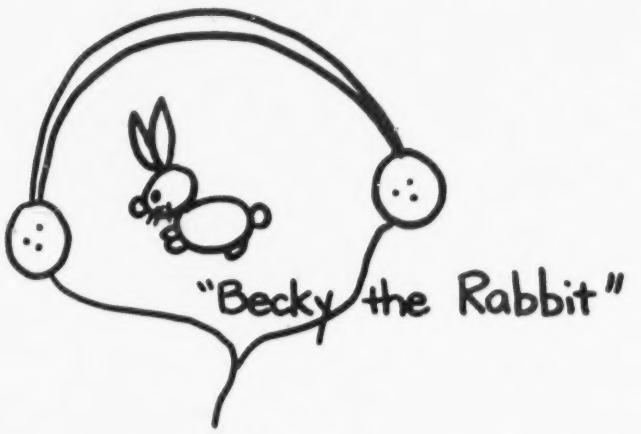
1:15 Students go to the centers to work on their contracts while the teacher pulls out small groups to work in needed areas

1:35 C L E A N U P and E V A L U A T I O N

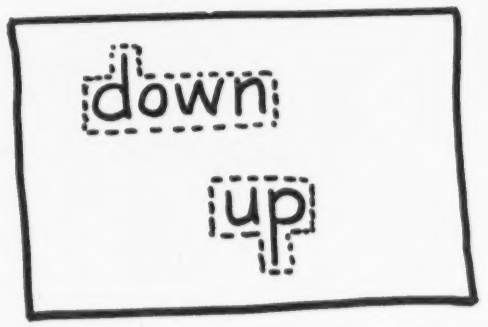
2:05 R E A D I N G (Divided)

Sample Contract for Week Four

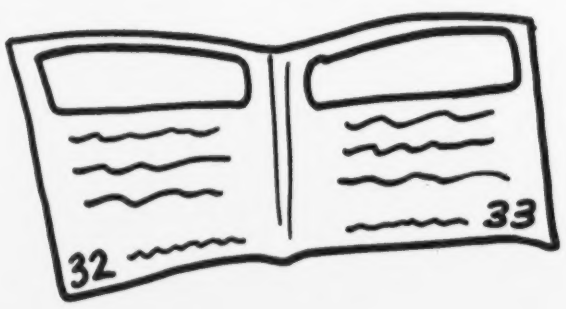
Name: _____



Listen ①

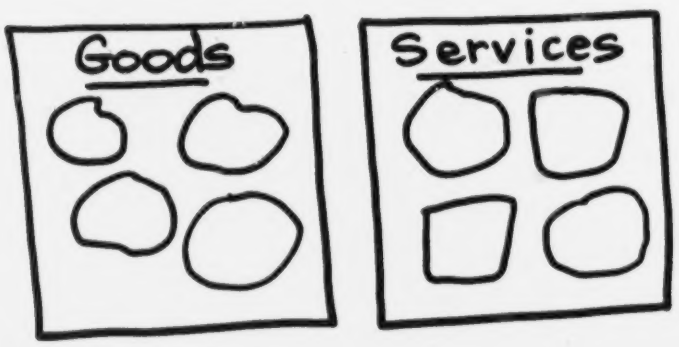


Worksheet:
Word Blocks ②



Spelling Book ③

Halloween Art ④



Social Studies ⑤

Height and Weight

Measure ⑥

Date: _____

Plan for Week Five

Time	Every hour.
Seating	Students choose their own seats.
Materials	New contracts stapled on students' work folders. Add new equipment to center called for on the contract.
Content Activities Cleanup Evaluation	Continue as for Weeks Three and Four
Comments	In Spelling, Printwriting, and Reading Skills, the work period can be started, and the teacher can call small groups up to work with her. This allows for more individual instruction. The teacher should continue keeping an evaluation-checklist of each student's progress from week to week. If a student needs more work in some particular subject, teacher notes this on next week's contract as a special requirement for that student .

SAMPLE TIME SCHEDULE

Week #5

From Week Five on, the children work on their contracts at least part of each hour.

9:00 R E A D I N G
Distribute work folders. Assign regular Reading seatwork which must be finished before starting contract requirements

---

9:05 Teacher pulls out small groups for the regular developmental Reading lessons.

9:55 C L E A N U P

10:10 O P E N I N G

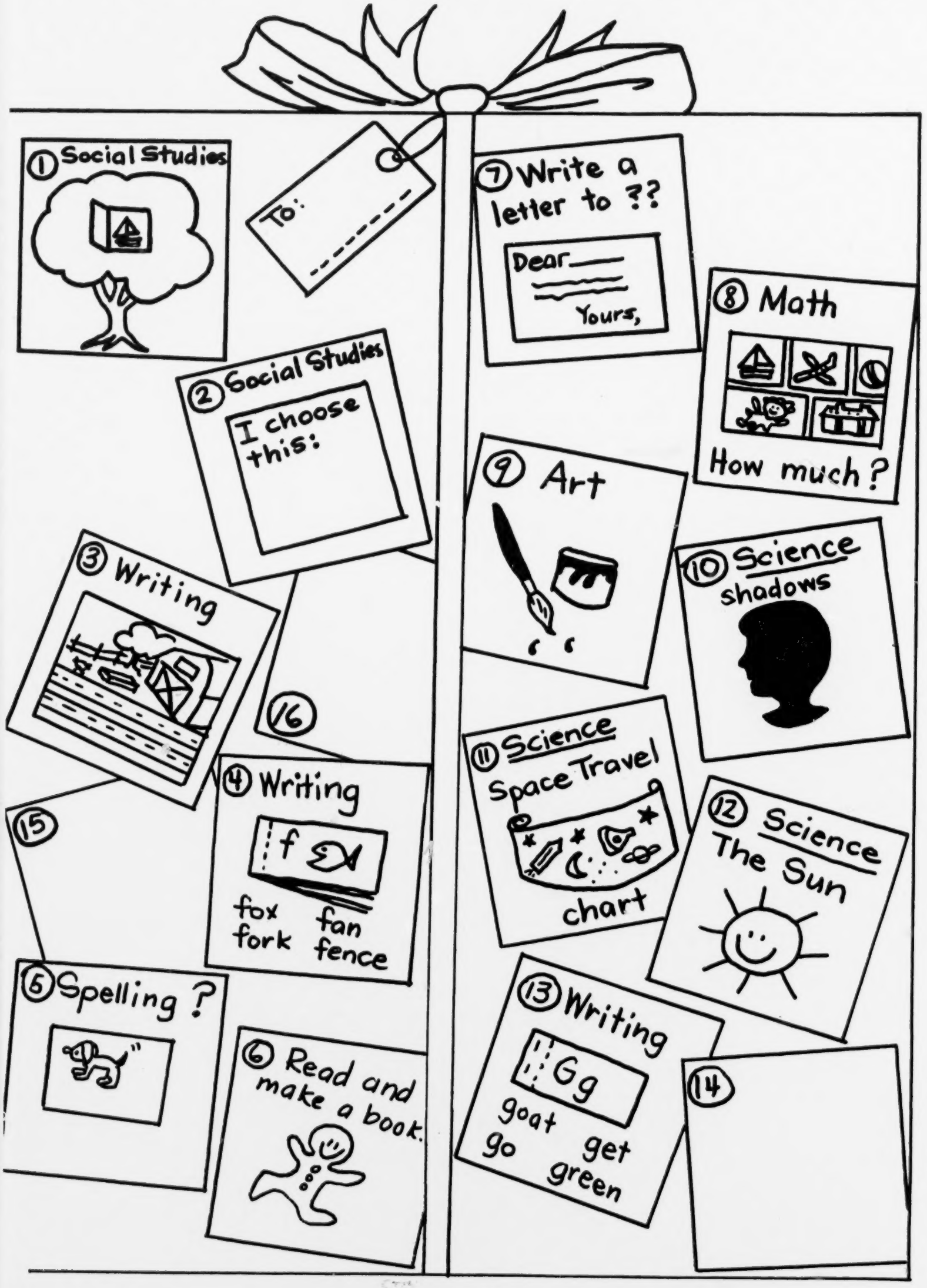
10:15 M A T H
Follow procedure as for Reading

11:00 C L E A N U P

11:20 These hours continue the same as
1:00 Week Four

2:00 R E A D I N G
Repeat the morning procedure

Sample Contract for Week Five



SCHEDULING
RECORD-KEEPING
and
EVALUATING

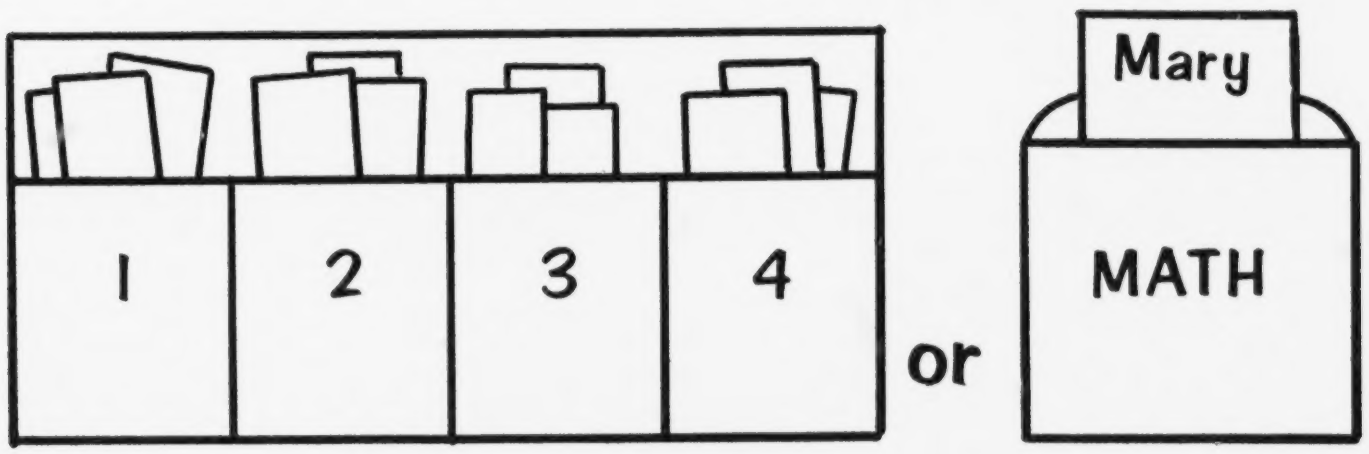
The scheduling schemes suggested in this section lend themselves so well to the evaluation and record-keeping processes that these topics were incorporated into one unit. Indeed, it is at times difficult to differentiate between evaluation and record-keeping. If one keeps careful records of a child's progress, then evaluation is taking place continuously. One of the teacher's goals may be to reach a point where she knows where each student is, in any particular subject, at any particular time.

All of the methods suggested below are teacher-directed initially, relative to level as well as content. However, there is a choice of activities for the students within the given structure. The amount of choice will vary with the teacher's degree of involvement, time available, and the amount of materials at hand.

INPUT METHOD

The first method to be considered is fairly simple and straightforward. The teacher has a 3"X 5" card for each child. In addition to his name, this card may have post-test and pre-test scores, as well as specific subject matter content which is needed, as indicated by the test scores. It may also have a space to indicate which centers have been completed.

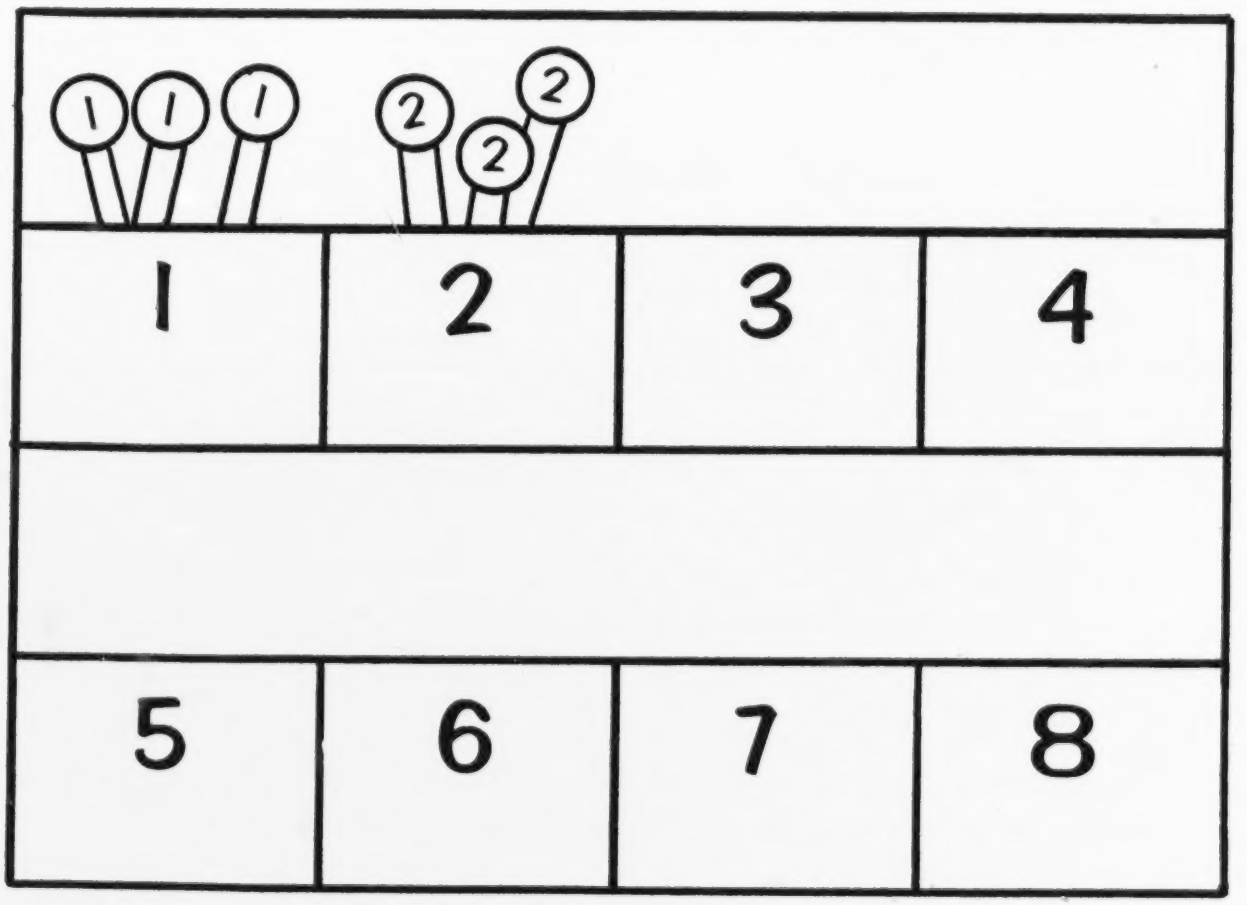
The teacher tells the child where he is to go i.e. Math center, reading activity, and places his card in a pocket which indicates where the child has gone. When he has completed the assignment, the student switches his card to a pocket marked "Completed." The order in which the students are scheduled, and what activity they perform, is determined by their needs and personalities.



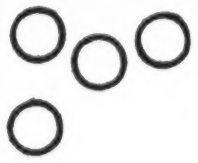
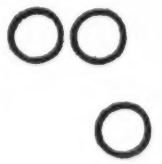
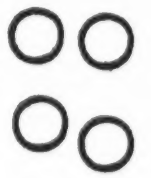
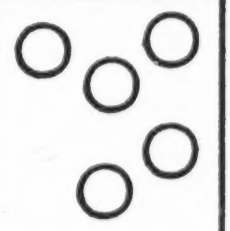
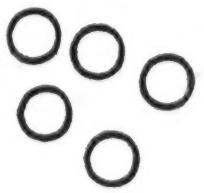
DISPERSAL METHOD

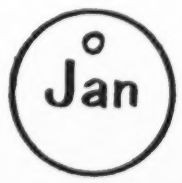
This method of scheduling is essentially one of student-choice in that they choose from a series of alternatives. The number of choices is determined by the space available at each center. The teacher places sticks (tongue depressors work well) in a container which is numbered to indicate a particular center. The selection procedure may proceed at random or the teacher may wish to use this time to reinforce good behavior: "You've behaved so well this week that you can choose first." It is important to point out to the children that they will have an opportunity to visit all of the centers.

The children then take the stick out and go to the center where they place it in a container provided for this purpose. Depending on the flexibility of the program, the child may remain at one particular center or he may return his stick and exchange it for another. The maturity of the children may dictate the choice of indicators used i.e. with fifth graders one might use a color-coded card instead of a st ick.



The example on the next page is an open-ended one. It merely specifies the number of times which a student must go to a center, it does not say when. Like many other items in this book, this sheet is a suggestion - the teacher should adapt it to fit her students, as well as her own, needs.

Pages 45-49	Pages 50-56	Pages 57-61	Pages 62-65	POST TEST	GROUP LESSON
					
Pages 66-70	**Pages 71-77**	**Pages 78-83**	**Pages 84-90**	**POST TEST**	**GROUP LESSON**
					
					SOS!



Pages 45-49

The first step involved in this process is to test each child to determine where he is, in terms of achievement level. The area, a bulletin board outlined with colored yarn can be used, is then made up to indicate the page numbers which correspond to the achievement levels. The page numbers are written on tagboard and placed on pins which have been put on the board. Using removable tags allows for a great deal of flexibility, otherwise each board becomes permanent. Ordinarily, each subject would have its own board.

Each child is then given a key tag with his name written on it. (construction paper tags may be used but they tend to tear easily) This tag is placed under the page number, as determined by the pre-test. As the child progresses, he moves his disk. If a child finds that he needs assistance, he places his disk under the SOS label. The teacher may provide the assistance herself or use this opportunity to have the students who have satisfactorily completed the assignment as helpers. The work can be self-checked or corrected by the teacher, depending on the situation and the pupil.

As students finish an assignment, they may be given enrichment materials. When a suitable number (determined by the teacher's style) is reached, a group lesson can be taught. It is also the teacher's responsibility to administer the post-test for evaluation.

APPENDIX

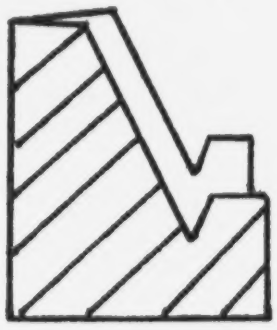
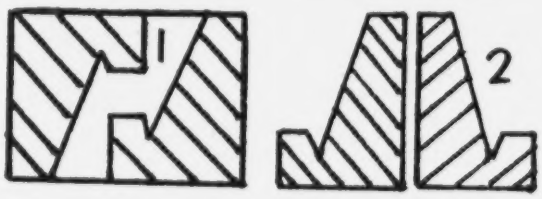
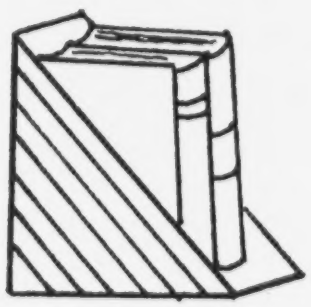
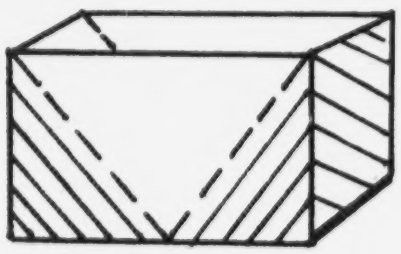
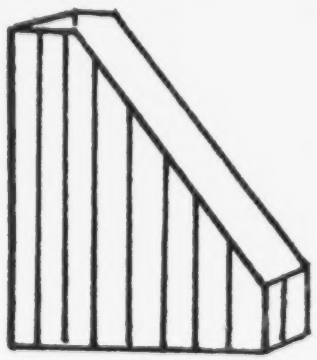
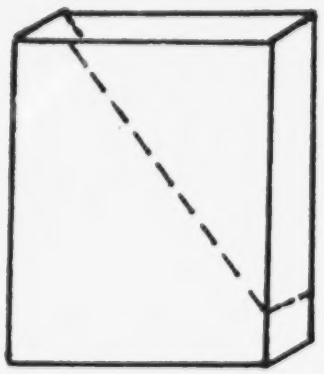
STUDENT OBJECTIVES

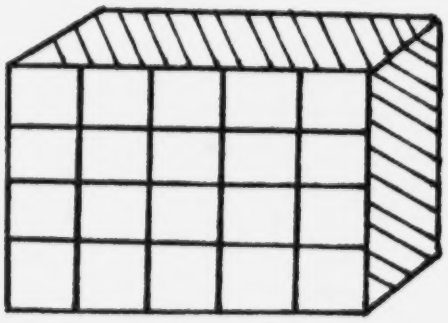
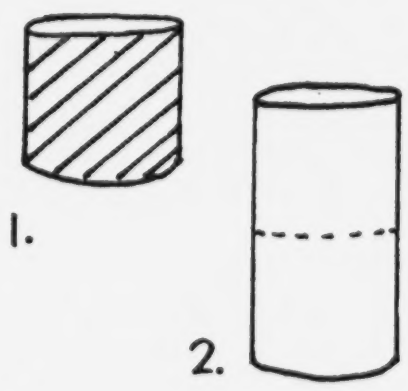
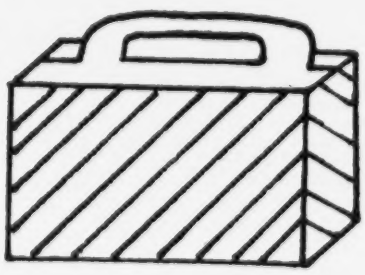
add
advertise
alphabetize
answer
arrange
build
categorize
check
choose
circle
classify
collect
compile
compare
complete
compute
construct
contrast
count
criticize
cut
debate
demonstrate
describe
design
discuss
display
divide
do
dramatize
draw
drill
experiment
explain
explore
feel
find
formulate
guess
identify
illustrate
interpret
interview
label
list
listen
make
mark
measure
multiply
name
number
observe
outline
paint
paste
plan
plant
practice
print
prove
read
recite
record
report
research
review
schedule
select
share
sketch
smell
solve
spell
study
subtract
summarize
tell
trace
translate
type
underline
use
write

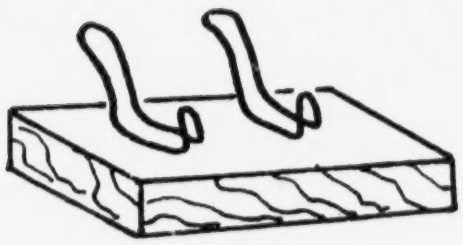
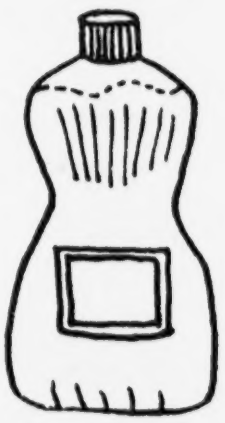
Outcomes of Objectives

advertisement
autobiography
banner
biography
booklet
book report
calendar
characterization
chart
cartoon
chart story
collection
comparison
construction
creative writing
crossword puzzle
debate
demonstration
description
design
dialogue
dictionary
diarama
discussion
display
dramatization
drawing
experiment
game
graph
illustration
interview
letter
list
map
mask
mobile
mosaic
mural
newspaper
notebook
observation
outline
painting
pantomime
paper maché
pattern
picture
picture dictionary
play
poster
puppet
puzzle
questions
report
research
scrapbook
scroll
sculpture
sequence story
skit
song
speech
story
story problem
storytelling
time line
weaving

Useful Classroom Equipment

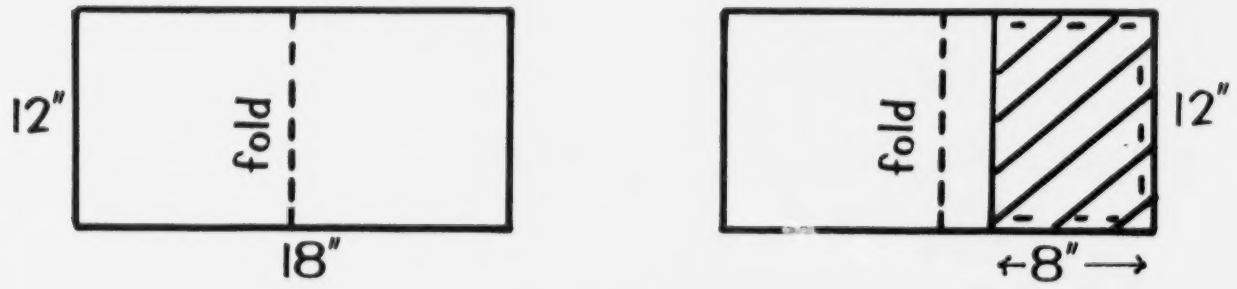
MATERIAL	CONSTRUCTION	USES
 STAND	 Cut two patterns from chipboard or cardboard from a grocery box (Fig. 1) and place side by side.(Fig. 2) Hinge the two together with masking tape. Tape sides to prevent wearing.	* holds lightweight books * gives directions, informatic motivation which can be written on tagboard * displays charts, pictures * holds worksheets placed in a manilla clasp envelope
 BOOKCASE	 Using an ordinary grocery store cardboard box, cut on the diagonal from top outside corners to the center bottom and across as shown in the figure. Cover with decorative paper.	These are ideal because they can easily be transported and books are readily accessible. Place bookcases at centers, c shelves, table tops and desks Use for books in the subject areas, references, pleasure reading, etc.
 HOLDER	 Use detergent, cereal, rice, and similarly shaped boxes; Remove top, cut on the diagonal leaving a margin at the top and bottom.	Staple or tape enough boxes for each student in the class and use as "mailboxes" for returned papers, notices. Holds workbooks, magazines reference material, manilla folders with worksheets, contracts, etc. A real organizer for the teacher's things too!

MATERIALS	CONSTRUCTION	USES
 "MAILBOX"	Multi-sectioned boxes are available from most liquor stores at no charge. They come with various numbers of sections. Simply cover the box with attractive paper or paint.	* individual "mailboxes" for each student to receive corrected work, notices * receptacle for students' work (folders, subjects, center activities) * holds paper supply, work-sheets
 HOLDER	Cartons are often free of charge from ice cream stores. Simply cover the single cartons.(Figure 1) For a deeper holder (Fig.2), use two cartons; push the bottom out of one and attach to the top of the other with strips of masking tape. Cover with paper, Contact, or paint.	Single cartons could hold: * workbooks * books, pamphlets, resource materials * magazines, newspapers * worksheets * materials and supplies needed for center's activity * wastepaper Double carton could store charts, hold rolls of paper for charts, murals, and other projects.
 HOLDER	A six-pack soft drink carton with the inside sections cut out. (optional) Cover with wrapping paper, wallpaper, decorated butcher paper, Contact, or paint.	Individual cartons for each student hold basic equipment (e.g. pencil, scissors, paste, ruler, eraser) Holds materials and supplies for the activities at the learning center. Contains an entire learning activity for individual or small group use. Number or letter on carton corresponds to same on contract.

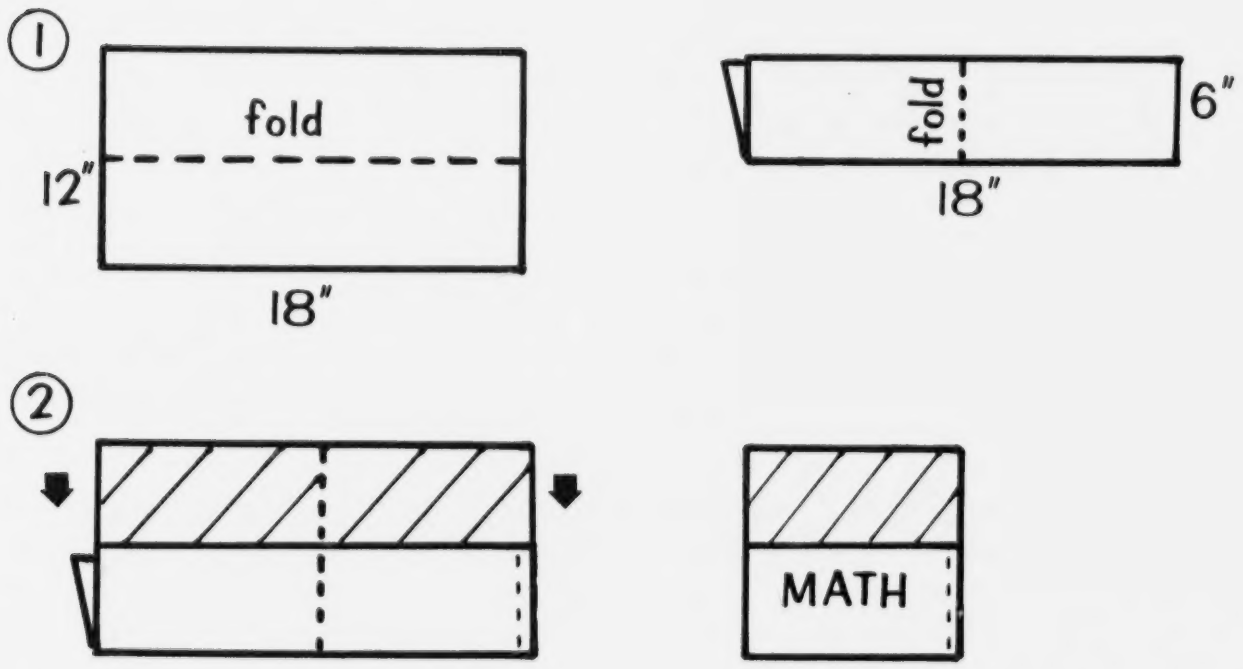
MATERIALS	CONSTRUCTION	USES
CARD HOLDER	With glue or a nail, secure a wooden clothespin to a dowl rod which has been cut at an angle. The rod may be nailed to a block of wood or planted in a tuna can full of plaster of paris.	Use the holder at the center for * directions * information * motivation * self-checking
 BOOK RACK	Plywood block serves as the base and two coat and hat hooks hold the displayed material in place. Stain or paint the wood.	Books may be displayed at the library corner or any center for research, information, recreational reading. Rack will also hold tagboard or cardboard for giving the students directions, motivation, information.
HOLDER	 Cut away the top portion of a liquid detergent or bleach bottle.	Hold basic supplies at the learning centers or on the students' desks.

FOLDER FOR CONTRACTS

The folder may be 12" x 18" newsprint or construction paper folded in half. A pocket may be added by placing a piece of paper 12" x 8" on top of the back flap and stapling the sides, leaving the edge by the fold open for insertion of work.



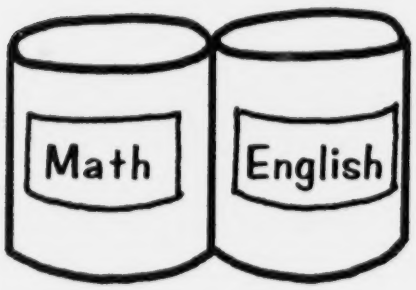
A more permanent folder may be made by 1) folding a piece of 12" x 18" construction paper in half lengthwise and again vertically 2) inserting a piece of the same size paper which has been folded in half vertically. Staple the ends where the three pieces of paper meet.

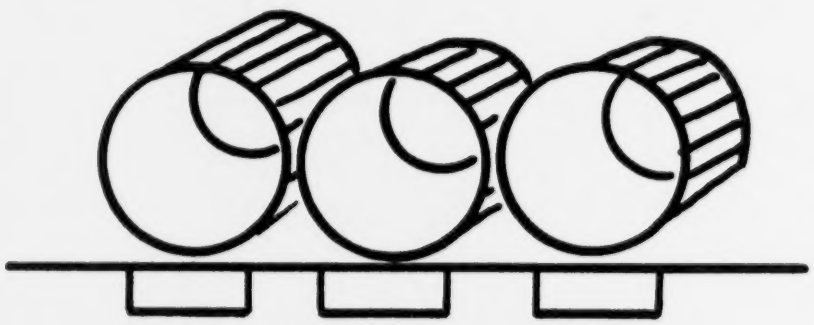


Possible labels for the four pockets:

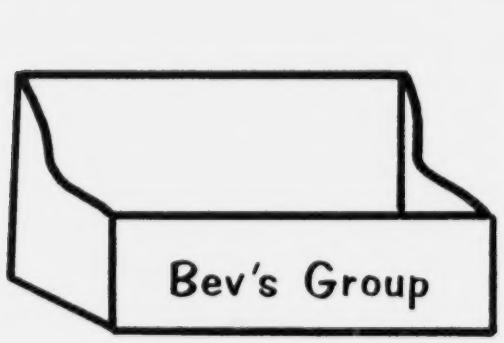
- Subject areas
- Take Me Home (corrected)
- Needs Finishing
- Let's Get Together (needs help)
- Correct Mistakes

In the case that folders are not used, the students' finished work may be deposited in a container, such as suggested below.

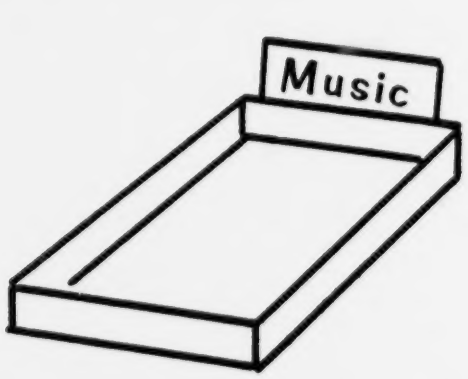




Ice cream cartons can be placed upright or connected together and placed so that the opening faces the depositor.



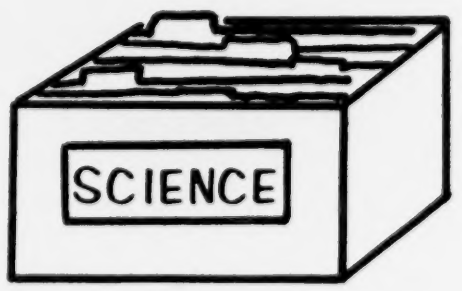
Plastic vegetable bins and tubs are practical for many uses. Some bins are even stackable!



Use the lids from boxes of ditto masters for collecting students' work. Cover them with colorful wrapping paper.

The student's contract and any unfinished work may be stored at his desk, home base, or in his "mailbox". (See Useful Classroom Equipment in the Appendix)

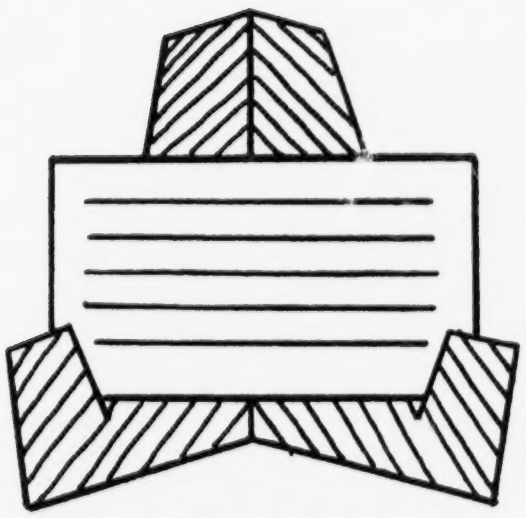
If the program allows for individual students to progress independently from one contract to the next, the teacher may want to file the contracts in folders of tagboard or construction paper. The folders could then be labeled for student selection. The containers are available in most stationery stores, or use discarded cartons from the grocery store.



Methods of Display

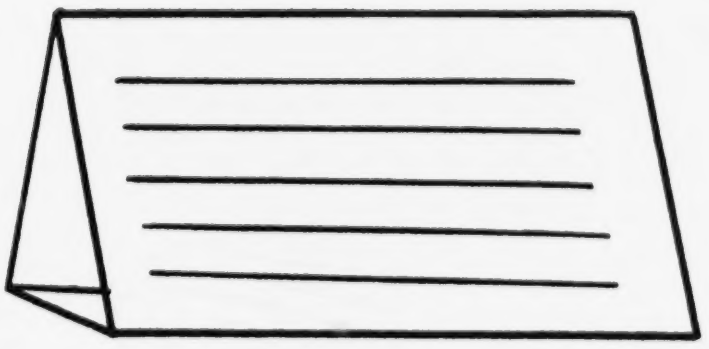
Considerations:

- print or write neatly
- use vocabulary appropriate to the students' reading and comprehension level
- keep directions simple, concise

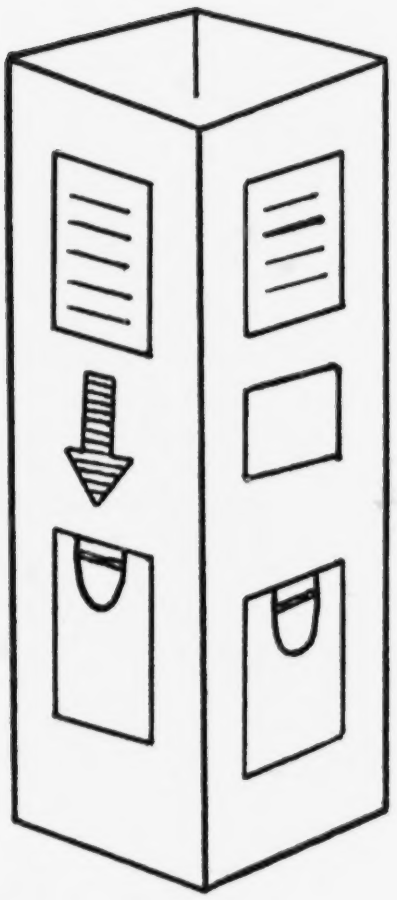


A cardboard stand (see Useful Classroom Equipment) will hold tagboard and construction paper by themselves, or use a piece of cardboard as backing and paper clip or clothespin the information sheet to it.

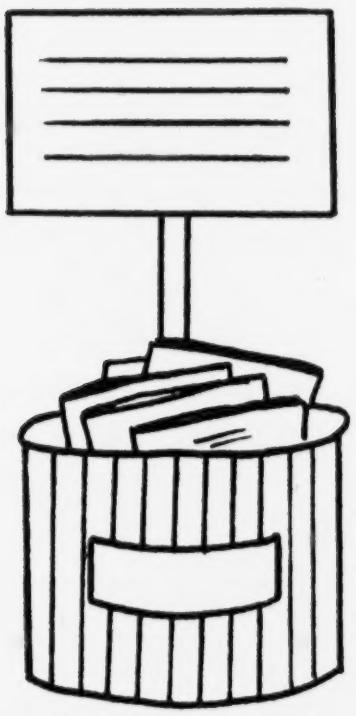
Fold construction paper to form a triangle and a margin for pasting the edges together. Railroad board can also be used; score the fold lines and tape the edges. For both methods, write the information on the display card before assembling.



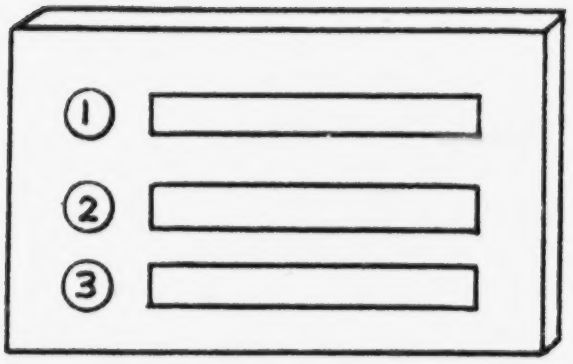
Clothespin stand (see Useful Classroom Equipment) holds cards, construction paper, envelopes. These are easily made and save space on students' desks or at centers.



Fold construction paper to form a rectangle and a margin for pasting the edges together. Railroad board can also be used; score the fold lines and tape the edges. For larger displays, use chipboard or poster board and score the fold lines. Refrigerator cartons will stand on the floor - they make great display areas and room separaters!

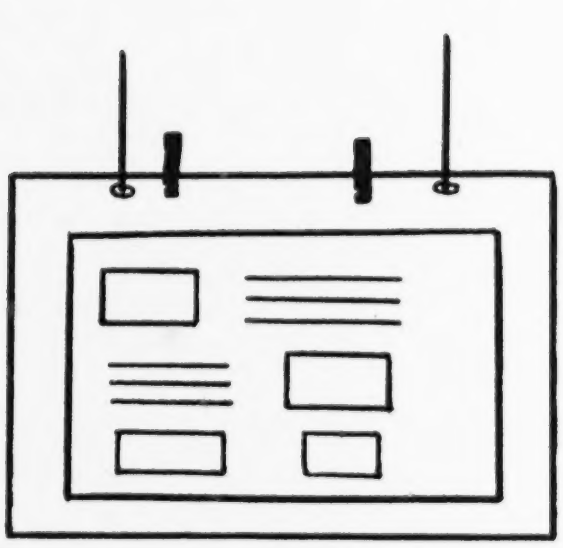


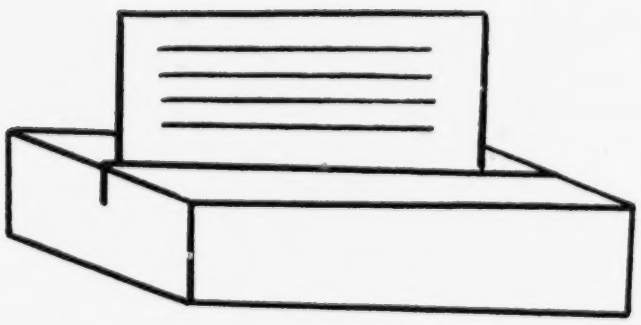
This method of display provides for availability of materials as well as for information. An ice cream carton serves as the base. Attach a dowl rod or lightweight stick to the inside with masking tape. Tagboard or construction paper can also be taped to the wood at the top.



A plywood board is covered with oil cloth or Contact. Charts are displayed with masking tape. The board may be covered with felt or flannel to serve as a felt-board. If painted with "chalkboard paint", information can be written on it, or the children use it for various activities.

A chipboard backing hangs from the ceiling, light fixture, or wire secured to the walls. The charts of information, pictures, etc. can be attached with clothespins, or cover the backing with acetate and tape three sides leaving the top open to insert materials. Use both sides if the chart is to hang over a table or cluster of desks.





A box, or the lid, is turned upside down and slit across the top to hold a card, tagboard, or construction paper. Egg cartons may be used in the same way.

SOURCES OF FREE & INEXPENSIVE MATERIALS

1. Free and Inexpensive Learning Materials
   Division of Surveys and Field Services
   George Peabody School for Teachers
   Nashville, Tennessee 37203 $3.00

2. Selected Free Materials for Classroom Teachers by Ruth H. Aubrey
   Lear Siegler, Inc. (Education Division)
   6 Davis Drive
   Belmont, California 94002 $2.00

3. Free and Inexpensive Educational Aids by Thomas J. Pepe
   Dover Publications, Inc.
   180 Varick Street
   New York, New York 10014 $1.75

4. Elementary Teachers' Guide to Free Curriculum Materials
   Educators Progress Service, Inc.
   Randolph, Wisconsin 53956 $9.75

5. Catalog of Free Teaching Materials
   P.O. Box 1075
   Ventura California 93002 $2.65

6. A Catalog of Free and Inexpensive Instructional Aids
   Bruce Miller Publications
   Box 369
   Riverside, California 92502 Free

7. Sources of Free and Inexpensive Educational Materials
   Esther Dever
   P.O. Box 186
   Grafton, West Virginia 26354 $5.25

8. Free Teaching Materials and Services
   Standard Oil Company of California, Public Relations Dept.
   225 Bush Street
   San Francisco, California 94120 Free

PUBLISHERS OF JOB CARDS

John Wiley and Sons
605 Third Avenue
New York, New York 10016

Request Nuffield Math Project Cards
They come in various colored sets.

Mr. Jerry Glynn
The Madison Project
8356 Big Bend Boulevard
St. Louis, Missouri 63119

These include Geo-Board designs, problems to solve, etc.

Macmillan Company
School Division
866 Third Avenue
New York, New York 10022

Math Activity Cards
Levels A B C D ($12.00 a set)
Level A is appropriate for 2nd, 3rd.

Castro Valley Unified School District
c/o I M C
Helen McKenny
P.O. Box 2146
Castro Valley, California 94546

Elaborative Thinking
Set 1
Set 2
and the Job Cards $3.50

Baker Science Packets
650 Concord Drive
Holland, Michigan 49423

Science Job Cards

Open Ended Task Cards
1785 7th Avenue
San Francisco, California 94086

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

The Math Applications Kit

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Activity Card Box
Contains 100 Activity Cards (one for each book) to be used with Scholastic's new Individualized Reading Program

Creative Teaching Press
Monterey Park, California 91754

Drama of Social Studies
Creative Writing
Let's Begin - Pre-Primary
These are task cards for <u>teacher use</u>.

Addison-Wesley Publishing Company, Inc.
Marketing Department
Sand Hill Road
Menlo Park, California 94025

Developmental Math Cards
Sample Kit $1.00

MISCELLANEOUS RESOURCES

American Association for Gifted Children
15 Gramercy Park
New York, New York 10027

American Library Association
Children's Services Division
50 East Huron Street
Chicago, Illinois 60611

Behavioral Research Laboratories
Ladera Professional Center
P.O. Box 577
Palo Alto, California 94302

California Test Bureau
5916 Hollywood Boulevard
Los Angeles, California 90028

Creative Publications, Inc.
P.O. Box 328
Palo Alto, California 94302

Educational Games, Inc.
200 Fifth Avenue
New York, New York 10010

Educational Reading Service
64 Midland Avenue, East
Paramus, New Jersey 07652

Educational Science Consultants
P.O.Box 1764
San Leandro, California 94577

Educational Testing Service
Princeton, New Jersey 08540

Fearon Publishers
6 Davis Drive
Belmont, California 94002

GW School Supply Specialists
5626 East Belmont Avenue
P.O. Box 14
Fresno, California 93707

Ideal School Supply
11000 South Lavergne
Oaklawn, Illinois 60453

Lakeshore Equipment Company
P.O. Box 2116
1144 Montague Avenue
San Leandro, California 94577

Nasco
Modesto, California 95352

National Council of Teachers of Mathematics
1201 Sixteenth Street, NW
Washington, D. C. 20036

Rubber Band Supply Company
721 Crocker Street
Los Angeles, California 90021

Scholars, Inc.
Box 5455
Midland, Texas 79701

The Children's Book Council
175 Fifth Avenue
New York, New York 10010

Trend Enterprises
P.O. Box 8623
White Bear Lake, Minn. 55110

World Pen Pals
University of Minnesota
Minneapolis, Minnesota 55414

Dorfman Products (plastic sleeves)
23813 Archwood Street
Canoga Park, California 91304

Saratoga Specialties (packaging)
P.O. Box 836
Saratoga, California 95070

It may be advantageous, and certainly a great timesaver, for a group of teachers to pool some of their resources and have cards, similar to those shown below, printed when sending away for catalogs, materials, etc.

Date_____

Dear Sir:

I am interested in receiving any free materials supplied to teachers by your organization. I would appreciate it very much if you would send me whatever is available. Thank You.

I would also like to receive:
Price list of other materials_____ Catalog_____

Name _____
Address_____
_____
_____

Date_____

Dear Sir:

I would appreciate receiving your latest catalog and having my name and address added to your current mailing list.

Thank you very much.

Name_____
Address_____
_____
_____

A card like the following could also be printed, or mimeographed, and used at conventions or workshops to gather useful information.

Item:_____
Catalog number_____
Price: $_____ Quantity_____
Distributor:_____
Address: _____
_____
_____

Other good sources for obtaining materials are: County Offices of Education, State Departments of Education, national teacher organizations, and professional magazines. If possible, use stationery which has the school or district letterhead. Many school districts also have Instructional Materials Centers which can often distribute some of their materials to other schools.

The most accessible, and often neglected, source of ideas is <u>your own school and its staff</u>. Talk to your colleagues, ask for some "Sharing Ideas Time" at your teachers' meetings.

About the authors:

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For information concerning additional CTM materials, write to:

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